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ABSTRACT

This guide presents a curriculum designed to promote resiliency in Hispanic preschool children whose parents are undergoing treatment for substance abuse, and includes a 12-week parent and child component. The curriculum focuses on increasing cultural awareness, motor skills, language skills, early childhood coping strategies, and social competence among participating children, and increasing the parenting skills of participating parents. Volume 1 of the guide contains introductory material on the development of a preschool-parent resiliency program, along with a 24-session preschool curriculum that includes individual, group, and parent-child activities, many of which focus on instilling resiliency to alcohol, tobacco, and drug abuse. Volume 2 of the guide consists of a 24-session parent curriculum which focuses on parenting skills, child development, stress management, and substance abuse recovery. Each volume contains nine appendices which contain sources of multicultural materials, resources on cultural awareness and substance abuse, sample forms and participation certificates, contract and home visit forms, child development materials, and Spanish language materials. (MDM)

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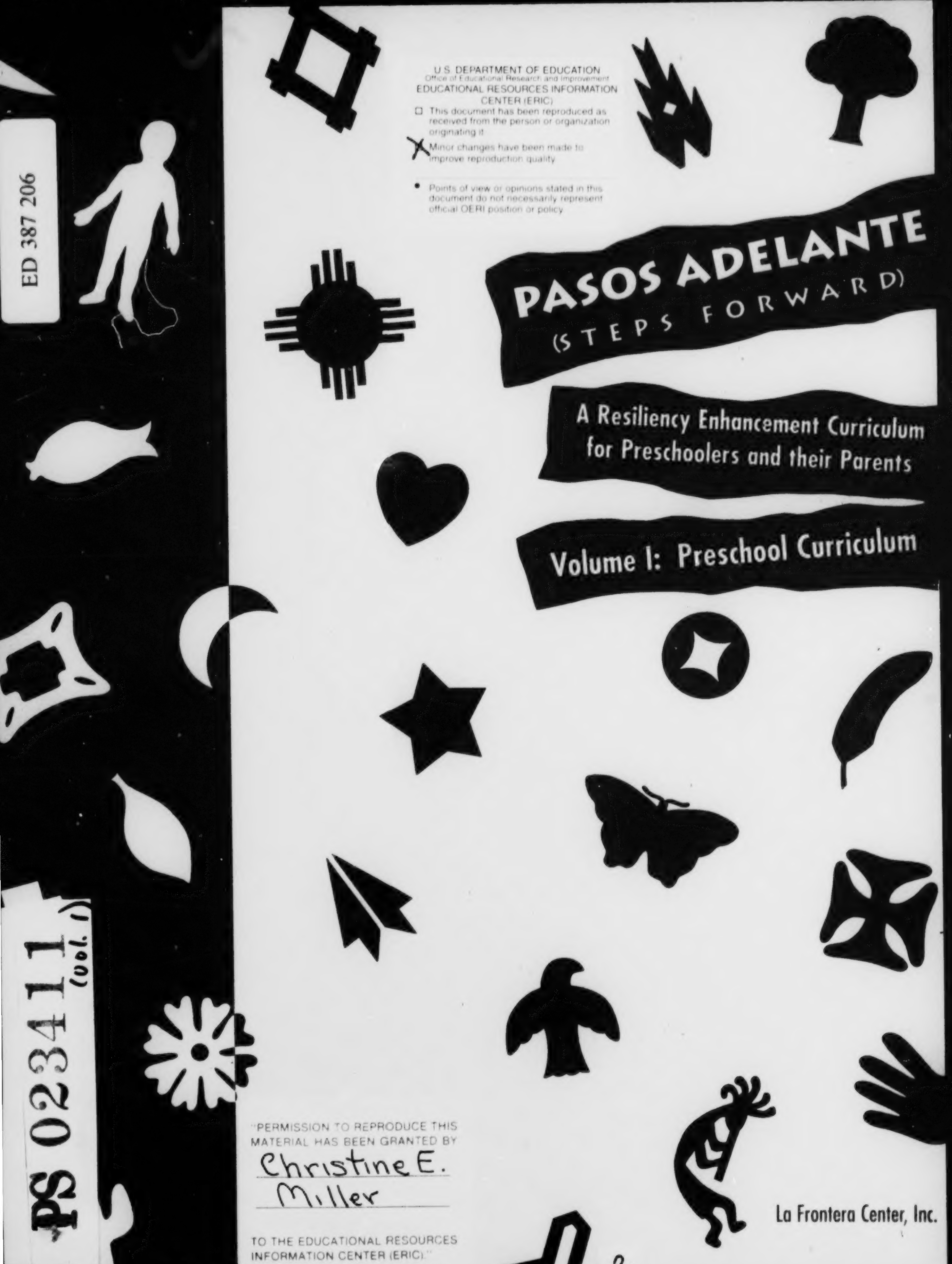

# PASOS ADELANTE
## (STEPS FORWARD)

## A Resiliency Enhancement Curriculum for Preschoolers and their Parents

## Volume I: Preschool Curriculum

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# PASOS ADELANTE

## (STEPS FORWARD)

A Resiliency Enhancement Curriculum for Preschoolers and their Parents

Volume I: Preschool Curriculum

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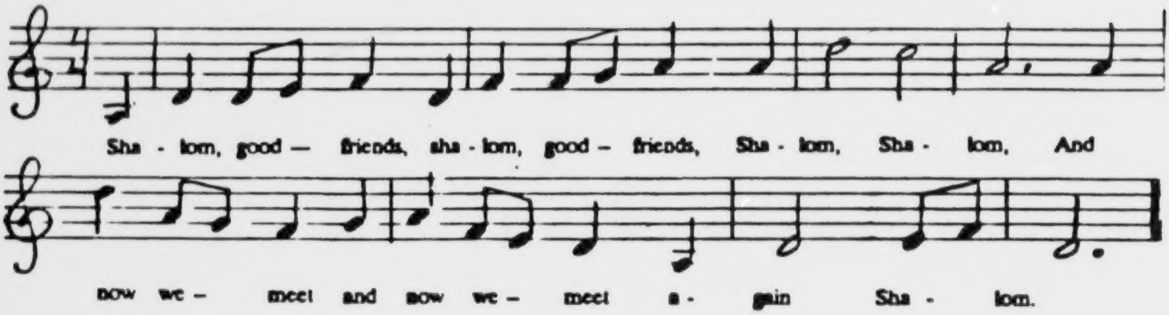
**Pasos Adelante**
**Resiliency Enhancement Curriculum**
**Volume I: Preschool Curriculum**

## Corrections

| Page | Correction |
|---|---|
| Acknowledgements | Grant No. H86-SPO-3537 |
| p. 244 | Corrected bar lines in music: "Shalom Chaverim" |


Sha - lom, good — friends, sha - lom, good — friends, Sha - lom, Sha - lom, And
now we — meet and now we — meet a - gain Sha - lom.

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# Introduction

by

Christine E. Miller, Ph. D., and Lucy Peck, M. Ed.

## I. PURPOSE OF THE CURRICULUM

Pasos Adelante (Steps Forward) is a demonstration project funded by the Center for Substance Abuse Prevention to La Frontera Center, Incorporated in Tucson, Arizona. The project promotes resiliency in preschool-age children and their parents. Parents currently in treatment for substance abuse participate with their children. The project includes a twelve-week parent and child component. Parent and child attend group sessions twice a week for twelve weeks. Once a week; early childhood specialists visit families to reinforce skills learned at the center and to offer family support.

The project is located at three local Tucson sites: La Frontera Hope Center, CODAC Behavioral Health Services, and Tucson Council on Alcoholism and Drug Dependence. Families are encouraged to repeat the twelve week cycle as many times as they wish. The project goal is as follows: To reduce risk factors and increase resiliency factors with preschool age children and their parents to reduce the likelihood that the children will use alcohol, tobacco and other drugs.

Project Objectives:

1) To significantly increase cultural awareness in participating children.

2) To significantly increase a) motor skills, b) language skills and communication skills, c) early childhood coping strategies, and d) social competence in participating children.

3) To significantly increase the parenting skills of participating parents.

This curriculum is intended for teachers, day care center staff and early childhood prevention staff. It includes a preschool component (Volume I), a parent component (Volume II), and a home visitation component.

We view the curriculum as a tool to assist you in the delivery of quality parent/child education. The curriculum is designed to give both process and content information. Many curriculums offer early childhood education and parent training content. This curriculum is designed for challenging families, who may not choose to participate in parenting programs like Systematic Training for Effective Parenting (STEP) or Parent Effectiveness Training (PET). Many of the parents in Pasos Adelante have lost hope in traditional social systems (i.e., family, church and school). To meet the needs of such families, the curriculum needs to be tailored to each geographical, socio-economic, and ethnic population to be most effective. "Choice" is a key theme for the teacher. The curriculum offers consistent structure with a wide range of choice and flexibility needed to adapt appropriately to each early childhood environment.

## II. PERSPECTIVE ON ALCOHOL, TOBACCO, AND OTHER DRUG (ATOD) ABUSE

The American Medical Association estimates that unhealthy lifestyles cost the nation $170 billion in medical care. These costs include $22 billion and 500,000 deaths from tobacco use; $85.8 billion and 100,000 deaths from alcohol abuse; and $58.3 billion from drug abuse. Alcohol and other drug abuse impede healthy family development.

Theories on alcohol and other drug abuse focus on biological, psychological, social/environmental factors. Families with a history of alcohol abuse may result in babies born with fetal alcohol syndrome or fetal alcohol exposure. These children face varying degrees of learning disability, developmental delays and behavioral problems. Hyperactivity, inability to focus, and low impulse control are common for drug-exposed children.

Is the addictive personality developed over time? Do parents and caregivers model behaviors that teach dependency? These are questions researchers and practitioners wrestle with in an effort to understand addictive behavior patterns. Parents who use and/or deal drugs in front of their children teach them about drug taking behavior. Neighborhoods where drug use or dealing drugs is a fact of life demonstrate society's apathy toward this serious health problem. Early childhood staff are often unprepared for the multitude of issues they will face when children from substance abusing homes attend their program or school. Caregivers and teachers are faced with their own values about alcohol and other drug use. Parents who are using drugs often percieve negative value judgments regarding their behavior and may become belligerent or take their child out of the program.

## III. THE IMPACT OF AOD ABUSE ON FAMILIES

It is important for staff and teachers to understand the dynamics of alcohol and other drug abuse. We know that 60-70% of adults in treatment for alcohol and other drug abuse had chemically dependent parents or relatives. Children with chemically dependent parents are very much at risk for later abuse of alcohol and other drugs. At risk does not mean that a child will become alcoholic if the parents are alcoholic. It means that certain protective steps such as education, consistent healthy parenting, and nurturance need to be taken to prevent the development of alcoholism. Early family environment shapes the attitudes, life stressors and coping skills that will later play a role in a child's use of drugs. Researchers also point to the effects of quality and consistency of family management, family communication and family cohesiveness on future alcohol and drug abuse. Parents who are chemically dependent exhibit increased family problems such as family conflict, increased family isolation, marital distress, frequent family moves, parenting patterns of over-permissiveness or strict authoritarian styles and often inconsistency.

The importance of the family in alcohol and drug abuse prevention has been documented by prevention researchers. Programs which strengthen family functioning help reduce children's problem behaviors, improve parents' ability to discipline, enhance children's social skills and improve family relationships. Research by Karol Kumpfer with the "Strengthening Families" Program notes that parent training, family skills training and social skills training for children combine for an effective approach to raising healthy children. The family is like a mobile. Alcoholism and other drug abuse tip the mobile. Each family member bends to compensate so the mobile will keep working. It doesn't move easily or freely as intended because it is out of balance. Pasos Adelante strengthens the pieces of the mobile (family) so it can function smoothly as intended.

Early childhood programs build on children's innate strengths. What areas do we need to emphasize to protect children from problems like alcohol and drug abuse, domestic violence and neglect? There isn't one magic action needed to protect children. Writing about resiliency, Bonnie Benard says we need to:

- provide opportunities for participation
- provide nurturing and support;
- have high positive expectations.

Norman Garmezy tells us that resiliency is developed through:

- having one significant caring adult in a child's life;
- encouraging humor and play; reading to a child; and
- teaching children how to be effective in work, play, and love.

## IV. PARENTS IN RECOVERY

Parents in recovery are often dealing with their own problems related to addiction along with underlying dynamics related to being an adult child of an alcoholic (ACOA) or other drug abuser. A successful prevention program will be based on parent needs. Where is the parent/family in the recovery process? What issues of abuse or neglect does the parent have, if any, and how are these issues manifested with the child? What kind of recovery program is the parent engaged with at the time of entry into the prevention program? The parent component needs to focus on the stages of recovery (early, middle and ongoing) and the tasks in each stage which pertain to the use of alcohol and other drugs. For example: a mother who is in the middle stage of recovery needs to focus on her discouragement over the recovery process and her desire to use drugs, while she develops a relapse prevention plan. The tasks related to herself include: the use of positive coping skills; development of a healthy lifestyle to include school, relationships and/or job; repair broken relationships and formation of a new self-concept. And tasks related to family include: becoming aware of the hurts of family members; forming a nurturing partnership with children; working on leadership and control in the family; changing survival roles in the family where parents are leaders who set boundaries for children and nurture them. Certain behaviors in parents such as emotional outbursts, over-concern about a child's performance, focus on past drug use or indifference towards child's needs are common with parents in early stages of recovery. Parent support is critical to assisting parents as they learn strategies for healthy parenting.

## V. FAMILY NEEDS

Many of the families in Pasos Adelante have extensive social needs such as employment, transportation, medical and social support. Family participants may live in an environment where alcohol and other drug abuse is the accepted norm. The prevention staff are involved in various case management activities so parents and children can participate together in a full, active way. Staff transport parent and child to and from the program. Program incentives such as food boxes or movie tickets encourage parents to participate. Coordination between therapist and parent facilitates treatment goals with the prevention program goals.

## VI. CULTURAL COMPONENTS OF THE PROGRAM

Pasos Adelante incorporates cultural appreciation into the fabric of the entire program. An early stage of cultural competence, cultural awareness and appreciation begin through positive exposure to various cultures. Books, art, storytelling, songs, food and cooking, use of more than one language, multicultural staff, participants, and classroom environment provide positive experiences with various cultures for preschool-age children. Positive exposure to various cultures provides children positive messages about humankind. Children see males and females as equals. They meet adults in all walks of life who are different colors. They learn songs, eat foods, and explore the creative media of various ethnic groups.

Children learn that there are differences and that we can celebrate the differences. We can be alike or different from each other. This curriculum encourages the educator to:

- Experiment with what makes sense regionally;
- Add or delete depending upon one's local environment and;
- Draw upon the interests and traditions of families as significantly meaningful resources.

The curriculum intends to inspire exposure to various cultures, which will in turn engender an acceptance of self and others. (For additional discussion, see the "Themes" section on pages 18 - 19.)

## VII. THE ROLE OF THE EARLY CHILDHOOD SPECIALISTS

Early childhood specialists provide direct services to families in the program. They teach the parent sessions and the preschool program, provide home visits, offer some case management, consult with clinical staff, and maintain records. They draw upon a wide range of skills (see Table I on page 5) in early childhood education, parent education, group facilitation, basic counseling or helping skills, oral and written communication skills, and skills for working in a team.

The overall goal of the specialists is to assist families in developing a healthy family life and a healthy balanced lifestyle for individuals in the family. When a family with alcohol or other drug abuse problems obtains treatment, a long process of recovery begins. The work of recovery for both the family and the individual may be done in individual therapy, group therapy, and/or through self-help groups. This therapy is usually essential to recovery. The family and its members need to begin reconstruction of an identity without alcohol or other drugs. They need to explore, repair, and redefine themselves as separate individuals and as relational beings in a family and social context. None of that is easy or quick; none of it takes place in a predictable, linear progression. For each person and family,

## Table I

## Skills and Strategies Used by Early Childhood Specialists

| | |
|---|---|
| Communicating: | Active Listening |
| | Acceptance |
| | Clarification |
| | Probing and prompting |
| | Facilitating discussion |
| Giving Feedback: | Observing behavior |
| | Reflecting |
| | Sharing perceptions |
| | Validating |
| | Confronting |
| Teaching: | Asking questions |
| | Facilitating language use and discussion of perceptions, opinions and ideas |
| | Offering information |
| | Using communication, feedback, behavior |
| | Management, and goal-gaining strategies |
| | Using anti-bias strategies to empower children and adults |
| Achieving goals: | Helping with goal-setting |
| | Modeling |
| | Role playing |
| | Encouraging |
| | Reinforcing |
| | Contracting |
| | Helping with decision-making |
| | Helping with problem-solving |
| Managing Behavior: | Facilitating rule-setting or group norming |
| | Consensus building |
| | Redirecting |
| | Limit-setting to establish boundaries |
| | Offering choices among acceptable alternatives for behavior - e.g., hitting; pounding playdough is acceptable, hitting people is not |
| | Optimal intervention to maintain safety and respect for all - e.g., modeling negotiation of differences, offering language for respectful conflict resolution, blocking hurtful behavior |
| | Addressing bias actively |

recovery is a personal journey. It is a good foundation for successful work in a parent/child program. As specialists begin to work with a family, they must meet the family members "where they are" in the process of recovery.

Two qualities are fundamental to the specialist's relationship with families. First, the specialists must be non-judgmental in their relationship with families and able to look for each family's strengths. One specialist reported identifying a family strength by reframing a parent's own comment.

> Shandeka, a single parent with three children, referred to the variety of handouts for Christmas gifts which she was seeking. She said, "I guess I'm greedy but I try to get everything I can for my kids." Anna, a Specialist, responded by reframing Shandeka's remark: "Your children are really important to you. You're a resourceful person."

Second, while they are open to families in a non-judgmental manner, specialists must also be able to exercise objective judgement about a family's needs and behavior.

The need to maintain a non-judgmental relationship with families and at the same time exercise objective judgment about needs and behavior creates a paradox. This paradox goes to the heart of the specialist's role. The specialist identifies strengths without denying problems, teaches without becoming an authority figure, supports without creating dependence, encourages without false reassurance, and assists without enabling negative behavior to continue. In order to help without disempowering or enabling, the specialist relies upon skills and strategies which are non-directive, participatory, responsive, and which exemplify the desired outcomes or expectations. Such skills and strategies are outlined in the table on the page 5.

The specialist's role as a model or example is particularly critical to the learning process for parents and children. For adults and preschoolers who lack concrete experiences of nurturing, respectful communication, problem-solving or acceptable outlets for feelings, the specialist models behavior. Modeling provides concrete experience through which those facets of self-development and relationships may be understood and acquired. Multiple experiences of interaction with the specialist as model are very significant pieces of the curriculum. The modeling process does not come alive in the curriculum of schedules, themes, activities, etc., but it is essential to the effectiveness of the program.

When working with families in recovery, a specialist must maintain appropriate boundaries between self and participants. Self-awareness helps. It allows a specialist to recognize her/his vulnerabilities. There may be times when participant issues overlap with personal issues, overidentification with a participant occurs, personal experience clouds objectivity about participant behavior, or when participant needs, behaviors or problems are personalized. Supervisors can help direct-service staff to a maintain balanced perspective and ethical, family-centered decision-making processes by providing regular supervision, group discussion and problem-solving with other staff, case presentations, or session debriefings. Staff working with families in recovery from alcohol or other drug abuse need regular access to such opportunities. Supervisors of direct-service staff can encourage (or require) the active participation of staff.

## VIII. OUTREACH

### The Need for Outreach

Outreach to families with alcohol, tobacco, or other drug (ATOD) abuse problems is critical to their enrollment in a program. Families with ATOD abuse problems tend to insulate and protect themselves from outsiders. Because ATOD abuse affects family functioning and carries negative personal and social impact, families with such problems often attempt to keep them hidden. They will avoid enrollment in a program because it involves potential exposure of family life and a negative judgment by others. Once a family is in treatment, the need to protect the family and its manner of functioning may decrease. However, until a family has experienced changes and growth through the recovery process, the need to protect itself and maintain an image of normalcy for others remains strong. For these reasons, outreach activities need to be non-threatening, positive, and interesting to children and parents.

For some families, cultural values play a role in the process of enrollment. When cultural values give priority to personal relationships rather than professional relationships, the informal and social aspects of outreach are important. The development of a personal relationship is a prelude to consideration of enrollment. Other parents have low levels of trust in new relationships or experiences. These parents need the opportunity to observe and experience the climate of the program and the interpersonal styles of the staff before consideration of enrollment. Outreach activities are essential because they allow families to become familiar with the program and the staff prior to a decision about enrollment.

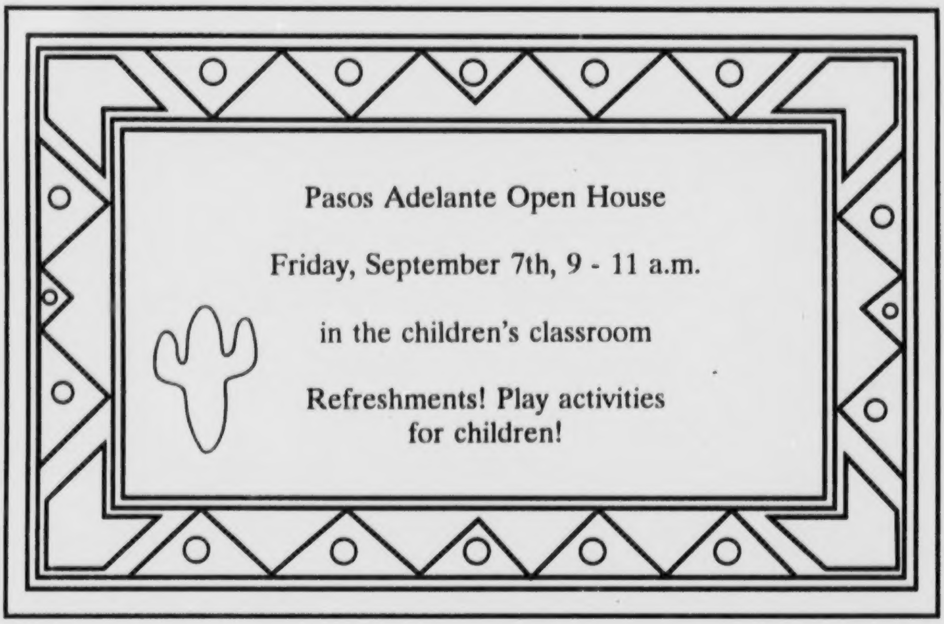
### Strategies and Activities

Outreach may be conducted face-to-face, through counseling or teaching staff in a clinic or school setting, and by using various media. Face-to-face contact is very important. In a clinic setting, it may be achieved through informal contacts with parents who come in for appointments, medication, and group sessions. Organized special events such as open house or recreational activities also allow face-to-face contact. Organized events which focus on children and their interests are appealing and non-threatening. Other methods include media such as bulletin board displays, informal notes to parents, flyers, pictures, and posters.

Participant attendance at special events can be encouraged by:

- Issuing invitations several times in a variety of forms, i.e., colored poster or bulletin board announcements, individual invitations and informal oral invitation. Examples of invitations may be found on page 8 of this introduction.

- Inviting counselors or teachers (or others who have regular contact with prospective families) and encouraging them to bring families in to visit or get something to eat.

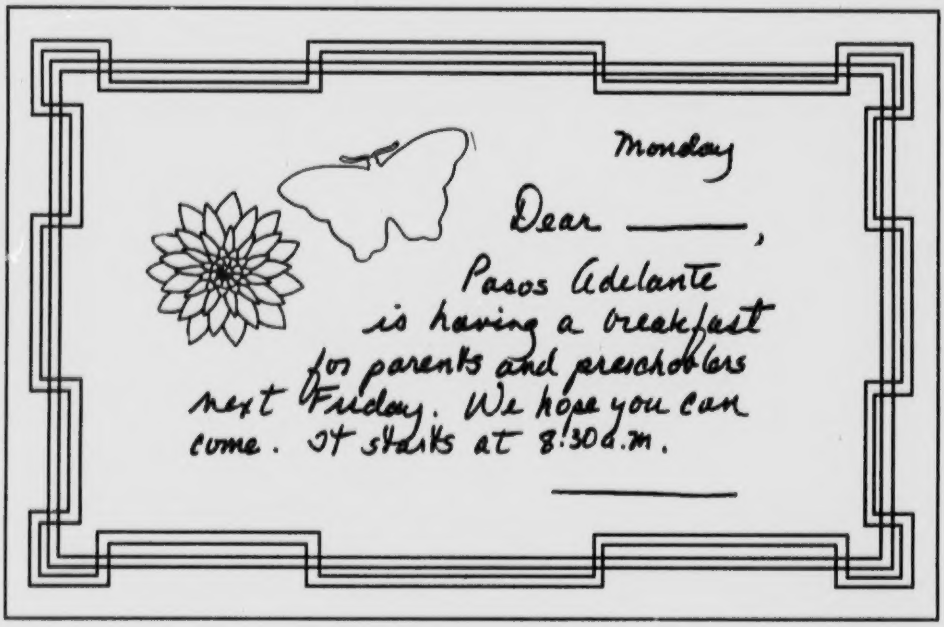


Pasos Adelante Open House

Friday, September 7th, 9 - 11 a.m.

in the children's classroom

Refreshments! Play activities
for children!



Monday

Dear ______,

Pasos Adelante
is having a breakfast
for parents and preschoolers
next Friday. We hope you can
come. It starts at 8:30 a.m.

__________

- Focusing the event on children, offering activities which appeal to children, and serving food.
- Linking a special event to a holiday which is meaningful to the prospective families.

Outreach activities encourage interest in the program because they provide time for:

- Trust-building so that parents accept the staff and see them as helpful, knowledgeable, responsive to parents' interests, and sensitive to their needs;
- Enjoyable, non-threatening activities which permit parents to approach decision about enrollment gradually on their own terms;
- Engagement of children's interest and opportunities for parents to witness their children's interest and desire to attend;
- Clarification of the purpose and content of the program so that parents' suspicions of perceived hidden agendas (CPS, legal system involvement) are dispelled;
- Opportunities for staff to assess informally the individual needs and interests of children and parents who may enroll.

Outreach activities are best conducted in the space which will be used to conduct the program.

Outreach is often successful if it can meet a family's current, specific, concrete need. A warm jacket for an older sibling to wear to school, a clothing bank voucher, a food box from the community food bank are examples. These items are concrete, improve the comfort or health of family members, and arise from the family's view of its needs. For these reasons, they send a powerful message about the climate of the program and what families can expect.

### Orientation

Prior to the first session of the program an open house/orientation is usually held. If a large number of families are repeating the program, this orientation may not be needed. However, an open house/orientation serves several purposes:

- Interested family members who are not enrolled can be invited by parents to be guests at the open house.
- Parents who are undecided or reluctant to enroll may be willing to come to an open house and talk with other parents.
- Any child or parent who has not visited the classroom can do so.
- Program messages about promptness, what to do if your child is sick, transportation needs, etc. can be reinforced orally and/or in friendly written reminders.

Food is served, and simple activities for children are offered at orientation. All staff working in the program are present to interact and talk informally with parents and children.

## IX. GETTING READY FOR PROGRAM SERVICES

### Participation

Most participants in this program enroll on a voluntary basis. A few participants are court-ordered as a result of protective services involvement with the family or requirements by the corrections system. Most participants are referred by counselors/clinicians in treatment programs. A few clients at the methadone clinic attend the program as part of a contract to follow through on treatment goals. As a result, screening of parents for appropriateness for group participation is done as part of the clinician's assessment in making the referral.

Both parent and child are required to participate. In some cases, another adult caregiver participates with the preschooler instead of the parent. For example, a parent who participates with her own children also enrolls a preschool age nephew who lives in her household. She is periodically primary caregiver for her nephew due to the alcoholism of the child's mother.

### Enrollment

It is ideal to be able to enroll participants before the first session of the program. This procedure allows group building and group processes to be most effective. It avoids orienting and integrating group members who enter later than others.

However, for hard-to-reach families, it is important to be flexible regarding the timing of intakes. Enrollment and participation need to be available to a hesitant family when that family expresses interest and is ready. Initially, intakes were done for a given program cycle up through the first three weeks of that cycle. Those enrolling after the first three weeks were asked to wait for the next program cycle. Many families who had to wait lost interest by the beginning of a new cycle and did not attend. Clearly, it is important to provide access to the program sessions at the time a family is interested in attending.

At the same time, it is also important that parents entering late receive the full program without staff having to back-track repeatedly and bring new enrollees up to date. Families enrolling after the third week are asked to commit to the next full cycle as well as the current one so that they can experience the whole program. Families who complete a cycle more often re-enroll than not. Those families who lose interest tend to drop out without completing the initial cycle. Home visits are also utilized to cover some material which parents may have missed. In that case, material can be adapted to meet the needs and interest of a particular family.

When new members enter the parent group, introductions are done orally with each parent introducing themselves. Established members of the group were asked to present the group norms for new members and discuss any questions, clarifications, etc. Staff members helped to articulate common ground between new and old members such as ages of children, interests, goals, etc. Group process issues related to new members during on-going sessions were put on the table for discussion by the group facilitator. For example, a new parent who was younger than most in the group was hesitant to express her opinions. The parent group facilitator asked the group to look at the issues of members' ages, perceptions of the value of members in the group, opportunity to participate, assertivesness, and old/new member relationships. A group discussion resulted in increased openness and comfort for all in the group.

A copy of the intake and consent forms are provided in Appendix I. The intake form is filled out by a staff member, based on information supplied by the parent(s). A copy of the signed consent form is given to the parent. Examples of various forms used in the program are also included in Appendix I.

## Ideal Group Size

The ideal group size is based on a staffing pattern of three people to conduct the two groups. An early childhood teacher and program assistant conduct the preschool group; an experienced parent educator/group facilitator conducts the parent group. Co-facilitation of the parent group is also possible.

An ideal group size for this program would be between eight and twelve participants. Ideal group size depends on several factors:

- If two parents (caregivers) from some families wish to enroll, the preschool group may be smaller than if all children attend with only one parent. The parent group should not be larger than twelve persons in order to allow for participation by all members of the group.
- The preschool group may need to be limited to eight children when preschoolers with emotional or behavioral problems are enrolled. The experience of staff and the nature of children's problems would be the most appropriate guides to ideal group size.
- Groups need to be at least eight members to provide sufficient interaction and variety of contributions. Participants are expected to attend all sessions, but absences from any session will decrease group size.

## Program Schedule

This program consists of 12-weeks with two 2-1/2 hour sessions per week. The program is offered in cycles throughout the year. Two sites follow this pattern because the majority of families enrolling are able to attend on this schedule.

At another site, the schedule is changed to meet the needs of working parents in a better way. At that site, the preschool program is offered two mornings per week, but the parent sessions are scheduled once-a-week in the evening for three hours. Material is adapted by the staff to fit the once a week parent group schedule. Children attending the morning sessions are transported to their school or child care site following the session.

At the methadone clinic, one of the program sessions is scheduled to coincide with the day of the week when clients make fee payments. All clients come to the clinic on that day. While this makes a hectic day at the clinic each week, it minimizes travel for families.

## Transportation

Each program site offers transportation for families enrolled in the program. This is an important service. Transportation can be a varrier to participation. A number of families do not have their own vehicle. Families who do have a vehicleoften find their personal transportation unreliable. The needs of others in the family, the condition of the vehicle, financial constraints on the operation of a vehicle, or the costs and requirements of holding a valid driver's license can create transportation problems for families who have vehicles.

Transportation offered by the program can be an extension of the program itself. Transportation time provides opportunities for teaching and practicing safety, modeling appropriate adult-child interactions by staff, encouraging parent interest by singing songs or finger-plays from the children's program, sharing ideas for parent participation, talking about family plans, etc. When transportation time is treated as an extension of program activities, it is necessary for a staff member in addition to the driver to ride the van route. This is a good practice in several other ways. In the event of any problems with the vehicle such as a flat tire, one staff person can remain with the families and the vehicle while another makes a phone call for assistance. Staff are also not travelling alone into potentially unsafe parts of the community to pick-up or drop off families.

Long transportation routes are sometimes necessary when families live long distances from a site, or when families in a cycle are scattered in widely separated parts of town. Bus passes are provided for families who can easily use a city bus.

## Attendance

Attendance at all program sessions is expected of all participants. A family's attendance may become erratic during relapse, at times of other family crises, during illnesses, or when appointments for medical or other services are inflexible. Staff follow up on unanticipated absence from sessions.

Absences for illness are considered excused. Parents are expected to let staff know if illness will prevent them from attending. When a family does not have a telephone, parents are asked to let staff know as soon as they can get to a telephone or when they come into the clinic for other appointments.

In almost all cases, parents are expected to attend if children attend. In order to make this requirement as clear as possible, exceptions are rarely made. An example of an exception is the delivery of a new infant to a single mother in the program.

Expectations for attendance are reviewed and discussed during the first two sessions of the parent group. These expectations are reviewed and re-enforced during ongoing sessions as needed for each group.

## Arrival and Departure at the Center

At the methadone clinic site, it is necessary to teach some groups of parents what behavior is expected of them during arrival and departure at the clinic with their children.

A number of parents are long term clients at the methadone clinic. The goal for methadone clients is to be come "drug free." To do so involves a planned, clinically-supervised withdrawal of methadone at the appropriate point in a client's recovery. However, for many clients the drug-free goal is a very long-term process; for some it is probably not a realistic goal. Because of the length of their relationship with the methadone clinic, clients tend to regard the clinic as "theirs" or as "home-base".

This sense of ownership, high comfort level, and familiarity has both positive and negative effects. On one hand, many clients felt accepted and cared about by staff at the clinic. The clinic is a place where the client's addiction and problems related to addiction such as poor health, joblessness, legal or corrections system involvement, family rejection, etc., are openly acknowledged.

On the other hand, some long-term clients demonstrate poor social skills, confusion about appropriate behavioral boundaries, and a tendency to impulsiveness and manipulation of others. As parents they allow young children to roam anywhere, pick items out of trash baskets, enter clinic bathrooms to play in sinks or toilets, or explore offices and "play" with equipment. As adults, these parents often seem unaware of the impact of their own behavior. Obscenities, grisly crime news stories, colorful details of medical procedures, bodily functions, car accidents, over-doses and suicides may be topics of adult conversation while children sit wide-eyed, attentive and silent in response to the adult talk around them. A message may be shouted across a room to staff if a parent is in a hurry. A distressed parent may push a child roughly into the classroom at drop-off time.

*Examples*:

> Joan burst unannounced into an ongoing parent group with her child at her side. She described to the group at length a personal problem which prevented her from attending the session that day. Then she abruptly left the building, pulling her child by the arm as she hurried out the door.
>
> Carlos' mom was very upset and angry. She interrupted the children's class by flinging open the door and shouting across the room. "I'm going to have to move again because my ______,______ landlord is not giving me a better apartment. That ______ who moved in two days before me is getting the empty apartment just because she's been there two days longer than Carlos and me."

When such behavior is evident in parents, redirection of the parent and follow-up teaching of skills is needed. Clinic staff monitor these clients and children as much as possible and address relapse issues. Parent/child program staff redirect parents at such times and follow up by teaching social skills, appropriate boundaries and child safety.

## X. COORDINATION OF TREATMENT AND PARENT/CHILD PROGRAM GOALS

One of the challenges of any program for high-risk families is to keep services for each family coordinated so that all work in a unified way. When that does not happen, a family may feel overwhelmed by too much help and confused by multiple goals, techniques, requirements, recommendations, and appointments. High-risk families are often already struggling with a high level of stress and slim margins against chaos. Coordinated services reduce stress for the family and keep goals and services for that family clear. Coordination of services is very desirable whenever it is feasible.

In the clinic setting, treatment and early intervention staff can coordinate services internally for a family in several ways. Clinical staff are often very helpful in referring families for enrollment. They assist by providing information to families, getting face-to-face contact between interested families and program staff, encouraging families to attend an open house or linking the family directly to program staff for enrollment. The support and interest of clinical staff help families get started in the program.

After a family enrolls in the program, the specialists maintain regularly scheduled consultations with the clinical staff. These consultations allow specialists and clinicians to identify issues which need follow-up and decide jointly how follow-up will occur. Issues for follow-up might be client relapse, ongoing abuse, illness or hospitalization, absence from program, lack of response to notes or calls, basic survival needs such as food or shelter, etc. Coordination also prevents duplication of effort by staff in different programs and reduces opportunities for clients whose requests are not met by one program to attempt to obtain them from the other.

A parent's treatment goals sometimes relate to program goals. For example, one parent's treatment plan included a contract to attend the parent/child program regularly for one cycle. Continued methadone treatment or the privilege of take-out methadone doses were privileges partly dependent on keeping this contract. In such cases, meeting a parent/child program goal of consistent attendance and ability to use child discipline strategies other than physical punishment coincides with treatment goals.

In parent group sessions, therapeutic issues may arise when parents discuss child behavior, discipline, parenting styles, or other topics. When the parent group facilitator recognizes a parent's need for individual work beyond the support and problem-solving available in the group, that parent is tactfully referred to his/her counselor or clinician. The facilitator may also let the counselor know. In this way, the parent education and support group remains focused on its tasks. At the same time personal or family problems needing therapy are addressed.

Clinical and early intervention staff also coordinate referrals and plans as needed when a family exits the parent/child program. Sometimes a child is referred to the public school system for assessment. In one case, the specialists asked counseling staff to incorporate a child's consistent attendance at a kindergarten program into treatment plan goals for the parent. Clinical staff also keep program staff informed about client referrals. When a client with both mental health and substance abuse diagnoses was hospitalized, the family had to exit the program. Instead of losing track of the family, specialists maintained periodic contact until the parent was stable and could return to a later cycle of the program.

In other settings or where referrals to the parent/child program come from external sources, coordination of treatment and parent/child program goals may be much more difficult. Signed releases of information are usually necessary to allow consultations between program staff and external clinical staff. Furthermore, clients may be unwilling to agree to such an exchange of information. Scheduling and transportation to consultations can also be barriers to coordinated services.

In school settings where this program may be used as a prevention program for families who do not have a history of alcohol or other drug abuse, service coordination may be less relevant. However, service coordination is desirable if a child is referred for a speech/hearing assessment, language therapy, developmental or medical assessment, or other services. Consultation concerning the assessment or suggested intervention is particularly useful if the program itself can provide some of the interventions or support which meet the child's need.

## XI. PARENT/CHILDSEPARATION

Before the sessions begin, plans need to be made to assist parents and children in dealing with the separation process. Some children are familiar with the classroom and staff through previous participation in program sessions, informal visits, or outreach activities. When children become familiar and comfortable with staff and the classroom over a period of time, separation problems can be anticipated and eased by planning with the parent. Some children are able to visit the classroom and play there a number of different times while their parents take care of business in the clinic. Both separation from a parent and comfort in a new setting are achieved gradually. Furthermore, children are able to control some of the separation process themselves. For example, a child may decide to visit the classroom with mom or dad and leave when the parent goes to take care of other clinic business. When staff is available, the child may choose to remain in the classroom, or play for awhile and then ask to rejoin mom or dad. When this type of informal visiting occurs frequently, separation is sometimes managed by letting children know what to expect on the first day of program. Parents are also cued to remind their child that they will be going to the parents' class while children go to their class.

When children do not have opportunities to separate gradually from parents during visits to the clinic, other preparation is needed. Some of the strategies used include:

- An Orientation Day for parents and children during which they find the child's cubby with his/her name on it, try out some of the toys, meet others in the group, etc.
- Discussion of the parent's and child's previous experiences with separation, parents' expectations about the separation process, and strategies for easing separation;
- Use of a simple handout on separation and strategies to help parent and child prepare for the first program sessions.

When a parent or child in the program appears to have ongoing problems or concerns with the separation process, individual work in this area with the parent and child may be needed.

*Example*:

> Elena and her mom enrolled in the parent/child program for the first time when Elena was 32 months old. In spite of plans for a gradual separation, mom dropped Elena off for the first session and abruptly left the classroom without saying goodbye. Elena began to cry. Mom heard her and returned to the classroom. She picked up Elena and said in a loud disapproving voice, "What are you crying about? I'm just in the other room. I told you that but you are such a cry baby. Why can't you be quiet?" Mom then stayed in the children's classroom and was unwilling to leave for the rest of the session. Mom also remained in the classroom during subsequent sessions.

In the above case, staff continued to work individually with Elena and her mom to plan a predictable and gradual separation. During home visit after the first session,they discussed separation with Elena's mom. They approached the topic by making a tentative observation: "I'm wondering how you feel about leaving Elena in the classroom. Seems like that might have been hard for both of you last time. How did you feel about it?" From there staff follow up on issues presented by the parent.

Separation issues for parents relate to their own beliefs and feelings about themselves. Parents in recovery from alcohol or other drug abuse frequently have a complex array of conflicting responses to the process of separation from their young children. These beliefs and feelings may arouse a parent's Defenses. The issues which arise for parents may include:

- Control issues related to addiction and loss of control;
- Feelings of inadequacy as a parent;
- A sense of shame related to being a parent with an addiction;
- Beliefs about how a tearful child's behavior reflects on the parent;
- Beliefs about what it means to be a "good parent;"
- Annoyance that the child's distress delays personal time and space, followed by guilt and capitulation to the child;
- Lack of information about the normal process of parent/child separation;
- Or lack of knowledge about how to handle the child's distress.

In the example, Elena's Mom perceives Elena's behavior at separation as negative and as a negative reflection on her parenting. To protect herself from her own or anyone else's perception of inadequacy, she forgets the abruptness of her leavetaking, blames Elena by calling her a "crybaby" and suggests that Elena should not be upset because Mom claims she has told Elena where she will be. Mom is not able to consider Elena's feelings or what she is able to understand. Mom is focused on her own need for approval in her role as parent as well as her need for time to take care of herself. Having heard Elena cry, Mom has returned and is now unwilling to leave. She has completely reversed her leave-taking behavior. She blames Elena but does not reassure her or establish any limits and sense of confidence in Elena's ability to accept the limits. Instead, she adjusts her own behavior in response and becomes an overly-concerned and controlling parent. She will not allow Elena to cry. She explains her decision and action by insisting that "Elena is not ready for school."

The conflict of adult/child needs, obliviousness and overprotection, blame and control are apparent. Elena may well be confused. Mom needs information about normal parent/child separation, strategies for handling the process, articulation and understanding of her own feelings to the extent that she is ready to recognize them, and support for her ability to be a "good enough" parent. Staff made those available to Elena's mom and then kept in touch with her periodically in the hope that she would be ready to try coming to program again.

For each parent and child the separation process will be different. Some parents will struggle with the abruptness of their behavior and a lack of awareness of the child's needs and feelings. Others will struggle with their enmeshment in the child's life and an inability to allow the child to experience independence and separation. In each case, the separation process will take time.

## XII. CHILDREN'S CURRICULUM

The following overview of the children's curriculum is intended to help you utilize the curriculum in a way that best suits your group of preschoolers. A written curriculum may seem fixed and inflexible. However, this one is intended to be used flexibly. It serves as a model rather than a recipe and can be adapted for your group of preschoolers in a variety of ways. Some possible adaptations are described below. You may invent others. As suggested earlier in the discussion of the specialist's role as a model, it is the concrete experiences of the processes at work in curriculum implementation rather than the teaching of any one particular activity which is important.

The overview is divided into the following sections: Format; Schedule of the Sessions; Themes; Classroom Environment; Making the Activities Work With Your Group; Transportation and Arrival; and How to Use the Blocks of each Session.

### Format

This curriculum is written in 24 Sessions each 2-1/2 hours long. Each session is divided into blocks of time including:

- Free Choice Activities:
    a) Emergent Curriculum and Projects
    b) Objectives-Based Curriculum

- Snack Time

- Large Group Activities

- Large Motor Activities

- Parent/Child Activities

- Closing Group

The format of the curriculum is in two parts. An outline of each session is given. Each outline is followed by descriptions of activities which are part of the curriculum for that session. The

the curriculum for that session. The description of an activity includes the learning objective(s), materials needed, instructions for preparation by the teacher if needed, a suggested process, optional extensions or variations of the activity, and process questions, when appropriate. Some alternative materials may also be found in the Appendix.

### Schedule of the Sessions

The schedule for each session follows a pattern which includes both an allotment of time and a sequence of events or components.

*Example Schedule:*

| Time | Components |
|---|---|
| | Child Sign-In |
| 45 minutes | Free Choice Activities |
| | Emergent Curriculum and Projects: |
| | 1) Art Center<br>2) ..etc. |
| | Objectives-Based Curriculum<br>7) ..<br>8) ..etc. |
| 15 minutes | Break |
| Etc. | Etc. |

The components may be rearranged to meet the needs of your group. An example of an alternative schedule is given below. The length of time allotted for each component is approximate and may also be adjusted. However, large group times should not be more than 20 minutes in length in order to be consistent with developmentally appropriate practice for the preschool age. One schedule shown below includes Parent/Child activities which are discussed on pages 26-29 of the Introduction.

*Example of Alternative Schedule:*

| Time: | Components |
|---|---|
| 20 minutes | Whole Group |
| 50 minutes | Free-Choice Activities |
| 10 minutes | Clean-up, Handwashing |
| 20 minutes | Snack |
| 15 minutes | Outdoor Free Play |
| 15 minutes | Organized Large Motor Activity, or Relaxation Exercises |
| 20 minutes | Closing Group |

*Example of Alternative Schedule Including Parent/Child Activities:*

| Time | Components |
|---|---|
| 45 minutes | Free-Choice Activities |
| 10 minutes | Clean-up, Handwashing |
| 20 minutes | Snack |
| 20 Minutes | Whole Group |
| 25 minutes | Parent/Child Activities |
| 10 minutes | Clean-up |
| 20 minutes | Closing group |

### Themes

Themes utilized in the children's curriculum are all related to a central idea: each person's need for both individuality and belonging, or separateness and connectedness. For children in families with AOD abuse problems, the development of self-identity and patterns of relationship with others are often distorted. When addiction becomes part of family life, the use of alcohol or other drugs and behavior related to that use take priority over self-development, relationships and family life. As a result, the balance of self/other, individuation/belonging are often unhealthy. Personal decisions related to the emergence of that balance are often based upon denial of perceptions, poor models, and confused thinking.

The themes are intended to address that central idea. They are:

| | |
|---|---|
| Sessions 1 - 2: | Get-Acquainted |
| Sessions 3 - 5: | Myself, Yourself |
| Sessions 6 - 8: | My Family, Your Family |
| Sessions 9 - 12: | Everyone Has Feelings |
| Sessions 13 - 16: | Friends Can Be Alike & Different |
| Sessions 17 - 20: | Taking Care of Myself |
| Session 21: | Having Fun |
| Session 22: | Saying Goodbye |
| Session 23: | Family Outing |
| Session 24: | Family Celebration |

The central thematic idea (development of self-identity and relationships with others) includes developing awareness and respect for racial-ethnic identity, cultural heritage, gender, individuals with physical and other challenges. The multicultural content of the curriculum revolves around an exploration of the ways in which people and their lives are alike and different. The values connected to this concept are:

- Each person has worth;
- Everyone deserves respect and opportunities to participate;
- Diversity is valuable; and,
- Bias needs to be actively addressed.

The Appendix includes a list of "Selected Resources on Cultural Awareness for Teachers."

### Classroom Environment

The classroom environment is an important part of the curriculum. It is established through the qualities of the physical environment, the aesthetic environment, and the social environment or the climate in which interpersonal processes take place. Members of the group obtain both overt (explicit, openly stated) and covert (assumed, not stated) messages about status, values, and behavior from each of the three aspects of classroom environment. Each aspect also has some influence on how members of the group feel and behave.

There is no single right way to establish the "best" classroom environment. Classroom environment is dynamic. It affects the members of the group and in turn is affected by them. The qualities desired in a classroom environment are those identified by Bonnie Benard as common to the experiences of resilient children:

- Caring, nurturing, and supportive contact with adults;
- High positive expectations;
- Opportunities for meaningful participation and involvement.

An environment which offers those qualities can be achieved through varied routes and means. The examples in Tables II, III, and IV which follow illustrate how those qualities may be evident in the physical, aesthetic, and social environment of the classroom. The tables provide examples and are not to be understood as exhaustive lists.

The *Anti-Bias Curriculum: Tools for Empowering Young Children* by Louise Derman Sparks and others provides discussion and provides many practical suggestions for implementation with young children. (See Appendix G, Page 263.)

Based on the abilities of group members, the classroom environment moves toward self-awareness for each person, shared power by group members, acceptance and active valuing of diversity, and negotiation or mediation of differences. Staff model and exemplify these qualities as much as is humanly possible.

## Table II

| Characteristics | Examples from the Physical Environment |
|---|---|
| Nurturing, support | The furnishings and materials are appropriate to the size and interests of preschoolers. The message is that the space is meant for children's use and belongs to them. |
| High positive expectations | Materials reflect all racial/cultural backgrounds including those of group members; e.g., skin tone crayons, racial/ethnic dolls are available, puzzles depict diverse people in a variety of jobs. The message conveyed is that all persons have potential. |
| Opportunities for participation/ involvement | Materials which children may use at will are accessible to them. Adults do not control access to these. The message conveyed is that children are trusted to decide how to use their time and attention. |

## Table III

| Characteristics | Examples from the Aesthetic Environment |
|---|---|
| Nurturing, support | The selection of children's literature shows variety of family types, adults and children, males and females in nurturing roles, involved in varied tasks or careers. |
| | Space is allocated to meet a variety of needs: individual storage space; soft, self-comforting, restful activity; space for individual work, small and large groups; tension-releasing activity, such as playdough. |
| High positive expectations | Children's creations are attractively displayed. Children's products do not need to conform to a model to be worthy of display. Original expression in varied media is valued. |
| | Products, such as children's name-writing, do not need to be conventional and perfect in order to be valuable. |
| | Children participate in cleaning up the classroom, share responsibility for the quality of the space. |
| Opportunities for participation/ involvement | Children and adults of diverse background, gender, family type are shown in active, positive roles. For example, visual images of block play include girls as well as boys; boys are depicted in Dramatic Play and Family Living; the parent environment includes languages used by program families. |
| | Opportunities for appropriate, acceptable expression of feelings, including anger, are available; e.g., scrap paper to tear up; paint, play-dough, and other media. |

## Table IV

| Characteristics | Examples from the Social Environment |
|---|---|
| Nurturing, support | Children are encouraged to try new experiences, explore materials, make mistakes without fear of ridicule or adult anger. |
| | Adults set limits and boundaries which maintain safety and respect for everyone. Instances of bias are actively addressed, not ignored. |
| | Feelings are recognized, respected, and named. |
| | Behavior is treated as separate from the value of the person. |
| High positive expectations | Children participate in formulating rules. |
| | Children have opportunities to make meaningful choices. |
| | "Misbehavior" is regarded as an opportunity for teaching through facilitation, problem solving. |
| | Children control how they use time, materials and the focus of their attention within safe and respectful limits. |
| Opportunity for participation/ involvement | Children initiate discussion and conversation with adults. |
| | Children participate in rule-setting and some decisions about consequences. |
| | Children's ideas, interests are implemented. |

*Example of an Opportunity for Participation in the Social Environment:*

In Sessions 1 and 2, classroom rules are developed by the group. One general ule is: We take good care of ourselves. The group discusses concrete behavior which demonstrates how we take good care of ourselves. One way we take care of ourselves is that everyone washes hands before eating.

In a later session a problem arises because group members have been forgetting to wash their hands. The group discusses this and children participate in brainstorming solutions. Children suggest that members of the group remind each other. The group agrees and this solution is implemented. If the solution is not effective, the group discusses the problem again.

## Making the Activities Work with Your Group

Activities in this curriculum may be adapted for the needs of each group.

Activities may be adapted to the particular needs of a specific group while preserving their original objective. For example, if the group of children in your program is not able to relate to "Tortillitas Para Mama" (see Session 1, page 43), a substitution can be made. Perhaps "Pat-a-Cake" or language play based on the children's own comments would be more familiar and appropriate to your group. Perhaps a family in your group will contribute a song, fingerplay, or rhyme to use.

Selected activities may also be omitted. For example, if you have an outdoor playground available, you may prefer to have free play or some simple large motor games outdoors instead of the motor activities provided.

It is important to base substitutions or adaptations of activities on:

- The needs, interests, and ideas of your group of children;
- Opportunities for parent involvement and partnership;
- Developmental appropriateness regarding content, task expectations, length of time families have been involved in the program, etc.;
- Program objectives specified for your program.

The outline of each session provides for emergent curriculum and projects during Free-Choice Activities. Activities for this are developed out of the needs, interests, and questions relevant for a specific group. Children participate in developing these activities through strategies appropriate to their developmental position. For more information on this process, refer to *Engaging Children's Minds* by Lillian Katz and Sylvia Chard. (See also the section on Free-Choice Activities, Pages 24-25.)

## Transportation and Arrival

When participants use the program van for transportation to and from sessions, the program begins when they get on the van and ends when they get off. Discussion of recent events at home, issues and problems, parent interests and suggestions occur regularly during transportation. These discussions, as well as parent/child interactions, provide natural opportunities for informal teaching and modeling by staff, parents to be models for each other, parent support, ideas for emergent curriculum projects, parent participation, community visitors, or field trips. In order to make the fullest use of transportation time, direct service staff may take turns riding on the van in addition to the driver.

Transportation time is also used to sing, read aloud, listen to a relaxation tape, or practice a relaxation activity. A "van travel box" is useful. The box includes kleenex, drinking cups and a jug of water, as well as books for reading aloud, crayons and paper, xerox copies of the words to fingerplays (so that parents can have copies), and a few items for infants and toddlers. One parent became an excellent model for other parents by using items from the "travel box." When her child was fussy on the van she suggested some activities for her child to choose from the box. She modeled problem-solving, child management, and excellent story-reading skills when her child chose a storybook. She received confidence-boosting feedback for her strategies and skills.

Upon arrival in the classroom, children who are hungry are offered simple food such as graham crackers, peanut butter, cheese, milk or juice.

### How to Use the Blocks of Each Session

Sessions include these blocks of time: 1) Free-Choice Activities; 2) Snack; 3) Large Group; 4) Large Motor Activities; 5) Parent/Child Activities; and 6) Closing Group.

Those blocks of time may be arranged in different order. The length of time allotted for each block is approximate and may be varied. However, large group should not exceed 20 minutes. Whole group activities of more than approximately 20 minutes stress the developmental ability of preschoolers to sit still and attend to others.

#### 1) Free-Choice Activities

Free-choice activities are an integral part of this curriculum. Children living in ATOD abusing families have fewer opportunities than many others to focus on their own needs and wishes, to make their own decisions, and to engage in activities which allow for exploration and self-development. Free-choice activities incorporate experience in self-awareness and decision-making. The experience is encouraged, facilitated, and guided by supportive staff.

Children may also need assistance to respect limits and recognize safe and unsafe behavior. Opportunities to teach the safe use of materials and equipment exist throughout the sessions. For example, cooking offers experiences with kitchen and household safety.

Children who have little experience of choice and self-development may need assistance in recognizing their likes/dislikes, making decisions, and engaging with materials. Especially in the first few sessions, children who are learning to make choices may be overwhelmed by six or seven options. One option is to reduce the number of activities provided during free-choice time. Another option is to offer each child a choice of two centers at the beginning of free-choice time.

The centers included in free-choice may vary. Exploratory play might be expanded using water play, sand play, or sensory experiences. Expressive or creative media might be expanded using puppet theater, woodworking or personal journals, etc. The dramatic play and family living center may become a doctor's office, grocery store, or a shelter.

Free-choice time is also a good time to implement activities which arise from the interests and themes of group members. These may be initiated by staff based on their observations and knowledge of program families, or by children who have expressed interests and ideas during the reflection and planning process at Closing Group Time. (See Lillian Katz and Sylvia Chard, *Engaging Children's Minds: The Project Approach*. Norwood, N.J., Ablex Publishing, 1989).

The elements essential to free- choice time are:

- Focus on children's interests and self-development;
- Opportunities for child-directed choice;
- Activities which are child directed and allow children to control their own levels of exploration and engagement, the process, and the point of completion;
- Facilitation of processes and activity by trained staff who:

  ►Establish a classroom climate of safety, acceptance, and respect for all group members;
  ►Observe children's play and skill levels;
  ►Facilitate social interactions, negotiation, and conflict resolution;
  ►Facilitate each child's ability to manage his/her own behavior;
  ►Enhance each child's communication skills;
  ►Validate perceptions;
  ►Facilitate self-awareness, choices, and decision-making;
  ►Facilitate problem-solving;
  ►Extend play, exploration, and language;
  ►Encourage and support children's learning and pro-social behavior;
  ►Model appropriate behavior;
  ►Mediate activity; e.g., adults talk out loud about what is happening, what they are thinking, what they are doing; *Example*: While leading a relaxation exercise, the teacher talks about how to tense and relax muscles, how it feels, etc.;
  ►Ask questions;
  ►Reflect feedback/observations.

2. Snack Time

In some families with ATOD abuse problems, family meal times may be unpleasant, infrequent, or erratic occasions. The preparation, serving, time schedule, and social interactions of meals may be disrupted, depending on which member of the family is an ATOD abuser. The shared daily rituals, examples of appropriate behavior, and interpersonal contact of family meals may be missing or distorted experiences. Therefore, snack time is an important group experience and learning time in the program. It should be a relaxed and pleasant time for everyone in the group. At the same time, it is a rich opportunity for teaching and learning. Adults in the group should join fully in snack time. They need to sit at the table with children, join in dialogue and interaction, and model appropriate behavior. They can structure the social aspects of mealtime so that children experience the full range of healthy sharing which can be part of eating.

Snack time and the routines associated with snack time provide natural opportunities to strengthen all the skill areas in the curriculum. Language and communication, cultural and family traditions, social skills, fine motor skills, and coping skills such as making healthy choices of foods, safety in food preparation, foods which can easily be prepared by children themselves, health and hand-washing, etc., can all be addressed around the process of preparing and eating a snack. Many cultural experiences and social skills such as turn-taking or sharing may be explored and discussed during snack time.

Children's interests may also be explored during snack time. Children's discussion and participation during snack time is important. Questions such as "how does your family use bread?" may elicit participation. Children's food preferences and appropriate language for that self-expression may arise. Teachers may model appreciation of differences in traditions and preferences: "Sammy's family eats French toast for breakfast, Armando's family eats tortillas with eggs, and Jane's family likes bagels. My family likes muffins. Wow! We all like different breakfasts. That's interesting."

### 3. Large Group

Large group time focuses on language development through story-reading and discussion related to the session theme. It also offers opportunities to address several program objectives including social skills such as turn-taking, and coping skills.

### 4. Large Motor Activities

Each site involved in the demonstration grant under which the curriculum was developed was located in an urban area. In each case, no suitable outdoor playground space was available. Therefore, no planned large motor activities for outdoors are included in the written curriculum. Large motor activities were done indoors, sometimes during transition times. However, it is very desirable to include outdoor play and large motor activities when appropriate space is available. One of the alternative schedules on page 18 incorporates outdoor play time.

### 5. Parent/Child Activities

Beginning in Session #10, parents and children spend half an hour together in every other session. During that time, an activity is provided for children to do with the interest and support of their parent. The activities may be drawing, crafts, making playdough, etc.

The parent/child activity is a chance for parents to spend time together with their preschooler doing something creative and enjoyable. For some parents, the time one-to-one with their child may be the most important part of the parent/child activity. For other parents, the activity may provide an opportunity in a supportive environment to use skills they have practiced in the parent sessions.

Each parent decides for her/himself the level of involvement s/he desires in the parent/child activity. Some parents wish to be observers and to watch staff model skills; others wish to practice skills presented in the parent sessions. These could include reflective listening skills, skills for communicating understanding, redirection or limit-setting skills. No one is required to try something s/he do not feel ready to do.

In some cases, separation of parents and children prior to closing group may be difficult. If so, it may be preferable to use a schedule which incorporates Parent/Child Activities at the end of the session followed by a brief closing with parents with children together. The disadvantage of such a schedule is the lack of time for parents to process their experiences in Parent/Child Activities promptly.

Two points are especially important for parents' comfort and success in the parent/child activity time. These points need to be clearly communicated to parents, reinforced in writing, and discussed. First, the activity is planned for the child to do. Parents need to be encouraged to observe and pay attention to their preschooler, but to allow the child to do the activity. Some parents with ATOD abuse history are "hungry" for a chance to do art and craft activities themselves. These activities are built into the parent sessions to meet the parents' needs there. During the parent/child activity, the focus is on the child's efforts and successes.

Second, adult roles and responsibilities during parent/child activities need to be discussed. Since parents often feel that their children's behavior reflects on them, it is important to discuss issues of children's behavior prior to the beginning of parent/child activities. Each parent group varies from any other but the following points have been important for discussion in many groups. You may want to cover some or all of these issues with your group.

Some groups of parents need to review these points more than once. Demonstration and modeling by staff are necessary. Opportunities to practice or role play are also helpful for some parents.

Parents and staff can work together to increase the success of parent/child activities. For that to occur, it is important to provide preparation for parents, clarify the purpose of modeling by staff and develop clear agreements about handling children's behavior. The Parent Curriculum and this part of the Introduction provide material to use for preparation with parents. Modeling by staff is a resource for parents to use. Parents may also model for one another. In general, the specialists or facilitators model appropriate adult/child interaction skills, especially:

- Communication Skills:

  Listening
  Validating perceptions
  Accepting feelings
  I-statements (also called parent messages)
  Non-verbal communication which is congruent with verbal content
  Respectful vocabulary

- Appropriate Discipline Skills:

  Redirection
  Structuring events
  Limit-setting
  Following through

When parents are aware of the purpose of modeling, they can be encouraged to make deliberate use of opportunities to observe and practice these skills practice.

Agreements between parents and staff about how children's behavior will be handled encourage mutual respect and supportive behavior during parent/child activities. Each parent should be encouraged to respond to his/her own child's positive and negative behavior. As stated above, each parent needs to decide what level of participation is comfortable.

Parents can be encouraged to reinforce their child's positive behavior by giving their child attention or verbal encouragement.

Parents may ask for help at any time they want it. Staff may sometimes intervene. When they do, it is important to preserve respect for the parent. Staff need to ask permission to intervene.

"Would you like help?"
or
"How can I help you?"

If parents seem unaware of the need to intervene with a child, staff may cue and encourage parents to handle behavior by calling attention to it.

"Tom, it looks like Eddie needs some help in sitting down."

Finally, the parent group must discuss physical punishment. Parents must understand that physical punishment or any other form of hurting a child will not be allowed. Staff need to observe carefully during parent/child activities so that they are aware of raised voices, tense movements, and other signs that parent and child interaction may deteriorate. At such times, it is important to manage the situation with the needs of both parent and child in mind.

a. The child needs protection from potential abuse or over-reaction leading to punishment.
b. The parent needs not to lose face and needs to be treated with respect and dignity.

The best alternative is preventive. Be aware of potential parent/child conflict and offer assistance before conflict escalates. Both the parent group facilitator and the children's group leader need to take responsibility for this. In the parent group a time out signal like that used by sports referees has been used successfully to halt group process when it became disorderly or disrespectful.

If parent\child conflict is not handled through preventive intervention by staff, the following or a similar process is recommended:

1) Approach the parent/child pair quietly and without calling further attention to them.
2) Use a time-out hand signal.
3) Offer assistance to the parent.
4) Empathize with the stresses and challenges that all parents feel at times.
5) Suggest a time-out for the parent.
6) Reassure the child and assist her/him to complete the activity.
7) Process the episode privately with the parent unless the parent is willing to discuss it in the parent group.
8) If a parent perceives their experience as a "bad time" or "mistake", validate the experience as an "opportunity to grow", "a courageous effort", "valuable information about what to practice", "the kind of challenge that all parents experience."

Not every group of parents is ready to undertake Parent/Child activities at exactly the same point in the curriculum. Some groups may be ready earlier than in Session 10. Others may be more successful if they wait, gain additional practice, talk through some issues first, and initiate Parent/Child Activities later in the curriculum.

As with other portions of this curriculum, it is an option to adjust to the needs of the group. An adjustment would be made so that group members have the best chance of success in Parent/Child Activities. When an adjustment is made, the children's group can continue the pattern of the first eight sessions for additional sessions, or begin the pattern of session nine earlier. When such adjustments are made, Parent/Child Activities may be incorporated into home visits.

### 6. Closing Group

The "Closing Group" follows a pattern in each session. It includes several important features of the curriculum.

"Reflections on the Session" is part of each closing group. As children become familiar with routines and opportunities for participation, this portion of group time can develop into a feedback and planning time for children. As children are ready to utilize this time for their own plans and participation, these discussions provide materials for emergent curriculum and projects in subsequent sessions.

This process addresses an important aspect of resiliency identified by Bonnie Benard. Benard identifies three general characteristics common to the experience of resilient children: 1) a source of care and nurturing; 2) high positive expectations for behavior and performance; and 3) opportunities for involvement and participation. (see also page above). "Reflections on the Session" provides concrete experience of involvement and participation, including self-expression, discussion, and participatory decision-making. The process which takes place in this block of the curriculum is fully described by Lillian Katz in *Engaging Children's Minds: The Project Approach*. Katz shows how children participate in curriculum planning, implementation, and evaluation. In conjunction with the teacher, children share the process of identifying interests and topics for exploration, discussing materials and activities, documentation in various media, and reviewing or evaluating what was done. All this takes place at a developmentally appropriate level. For example, in sessions on friends, several children in the group may include their pets as friends. Other children may also begin to talk about their pets. The teacher may take this opportunity to explore the topic in group discussion. S/he facilitates the children's discussion and the identification of children's interests and questions about pets or other animals. These may be developed into activities during free-choice activity time. Children's questions might include: Who in our class has a pet? Which animals do people in our group have? Do pets have feelings? How can pets help people? Who teaches pets to behave and be helpful? How do they do it? How can we keep pets safe and healthy? What happens if a pet gets lost? Depending on the questions raised by children, activities might include looking at books about pets or favorite animals, a visit to a pet store or a veterinary office, drawing or painting pets, children's dictation about their pets or favorite animals, making a book of the collected drawings and paintings, discussion of how pets can be friends, a visit from Handi-dog or other community resources providing trained animals as support for physically challenged individuals, etc.

To supplement children's interests, the teacher as a participating member of the group may add his/her own questions or interests. These might include extensions of the children's interests so that discussion of health and safety, friendship, etc., relate to healthy life styles for children and families. For example, the question of how we can keep pets safe and healthy may be extended to identify the similarities and differences in how we keep ourselves healthy. Do pets need to wash their hands before eating? Why not? Do pets go to the doctor? Do pets need immunizations? In this way, the teacher can be faithful to the particular objectives of the program, incorporate children's interests, involve children in processes which strengthen their resiliency, incorporate community and family resources, and draw upon anti-bias themes.

"Affirmations" is also part of every Closing Group. At this time, each child receives individual acknowledgment which is positive, specific, concrete, and related to the child's performance or behavior. While all children need some experiences of unconditional nurturing and acceptance as part of forming a healthy self-identity, the purpose of "Affirmations" is to provide each child positive feedback about his or her behavior. This process contributes to the construction of self-identity which is positive, concrete, based in reality, and related to the child's own experience.

The Appendix contains a selection of bordered certificates and symbols which can be used for this purpose.

## XIII. PARENT CURRICULUM

This overview of the parent curriculum is similar to that provided for the children's curriculum in section XII. It is intended to help you use the curriculum flexibly to meet the needs of your group. It is divided into the following sections: Format; Schedule of the Sessions; Objectives; Themes; and Making the Curriculum Work With Your Group.

### Format

Like the children's curriculum, the parent curriculum is also written in 24 two and one-half hour sessions. Each session is divided into blocks of time including:

- Relaxation
- Welcome Back
- Review of Today's Sessions: Children's and Parents' Groups
- Parent Education
- Break
- Parent Support
- Closing

The format of the parent curriculum includes an outline of the sequence for each session with directions, information, and suggestions for the leader. Descriptions of special activities which are part of each session follow, and handouts which may be photocopied for members of the group are placed after the activities.

The description of an activity includes the learning objective(s), materials needed, a procedure for doing the activity, and suggested process for use following completion of the activity.

### Schedule of the Sessions

The schedule for each session follows a pattern which includes both an allotment of time and a sequence of events.

*Example Schedule:*

| Time: | Components: |
|---|---|
| 15 minutes | Relaxation Exercises |
| 10 minutes | Welcome Back |
| 15 minutes | Review of Today's Sessions |
| 55 minutes | Parent Education |
| 10 minutes | Break |
| 30 minutes | Parent Support |
| 15 minutes | Closing: Questions, Homework, Preview of Next Session |

These components may be rearranged to meet the needs of your group. The length of time allotted for each component may also be adjusted for your group.

*Example of Alternative Schedule:*

| Time: | Components: |
|---|---|
| 20 minutes | Relaxation Exercises |
| 10 minutes | Welcome Back |
| 20 minutes | Review of Today's Sessions: Children's Group, Parents' Group |
| 25 minutes | Parent Support |
| 25 minutes | Parent Education |
| 10 minutes | Break |
| 25 minutes | Parent Education |
| 15 minutes | Closing |

*Example of Alternative Schedule Including Parent/Child Activities:*

| | |
|---|---|
| 15 minutes | Relaxation Exercises |
| 10 minutes | Welcome Back |
| 15 minutes | Review of Today's Sessions |
| 25 minutes | Parent Support |
| 10 minutes | Break |
| 30 minutes | Parent Education |
| 25 minutes | Parent/Child Activities |
| 20 minutes | Processing and Closing |

## Objectives

The grant under which this curriculum was developed specified objectives for the parent curriculum. These were to strengthen: 1) language and communication skills; 2) parenting skills, including nurturing skills and appropriate discipline skills; and 3) family management skills. It was also a goal of the project to develop a parent curriculum which would meet the needs of ethnic minority families with alcohol or other drug abuse problems.

The goals and objectives are reflected in the parent education content, the role of the specialists in modeling behaviors taught, multicultural activities for parents, parent participation and the use of bilingual/bicultural staff in the program.

### Themes in the Parent Curriculum and their Relation to the Parent in Recovery

Both the literature on and clinical experience with ATOD abusers point to qualities and behaviors of ATOD abusers which affect parenting. These include:

- Prevalence of denial, including denial of the perceptions of others;
- Inconsistent expectations;
- Flip-flop behavior, such as the alternation of neglect and over-control;
- Memory losses, problems with short-term memory;
- High degree of impulsiveness and chaotic lifestyle;
- Numbed feelings.

Frequently, adult ATOD abusers are described as functioning like adolescents. Developmental tasks common to adolescence are not resolved and the parent in recovery has to work through these to move beyond self-absorption, continued limit-testing or risk-taking, emotional dependence, and confusion about self-identity.

Consequently the themes in the parent curriculum focus around helping parents to understand the needs of their children. In the process, the topics and content may raise unresolved issues for the parents themselves. Themes and topics in the parent curriculum can be painful indeed to participants. The parent who learns why infants need dependable, responsive caring giving may experience guilt about her substance abuse during the child's infancy. The moment of realization can come with a shock. Although a parent may have been able to articulate such information for a period of time, it has remained external to herself -- information rather than a personal realization. Parents in this parenting program need support and acceptance in dealing with their responses to the content of sessions.

Teaching the thematic material effectively requires 1) a delicate combination of gentle insistence on the realities of children's needs in order for healthy development to occur, 2) empathy with the emotions of parents, 3) ability to support parents during times of painful awareness without excusing negative behavior or getting stuck in ongoing parental self-absorption, and 4) good judgement about what constitutes support and what requires treatment intervention. Generally, the further along in recovery a parent is the more s/he is able to incorporate from the Parent Curriculum.

For those interested in more information, a list of selected books is included in Appendix H, "Selected Resources on ATOD Abuse and Families."

## Making the Curriculum Work with Your Group

The parent curriculum may be adapted in several ways to meet the needs of your group. The components may be rearranged, as demonstrated in the alternative schedules given above. The amount of time devoted to each component may also vary somewhat. In some cases, certain components may be omitted and others lengthened. For example, one group of parents struggled with their own impulsiveness and the difficulties of putting children's needs first sometimes. It was apparent that they were not ready for Parent/Child Activities, and to begin them might result in distress for both parents and children. Instead, Parent/Child Activities were done during home visits. This allowed staff to individualize the activity for each parent and child and to facilitate or intervene before parent or child experienced stress or became upset. When Parent/Child Activities were omitted, each session was supplemented. Art activities, role play, expansion of parent education topics, topics of special interest to a group (e.g., birth control information, sex education for children, a presentation on HIV/AIDS), or special events planned by parents were used at various times to supplement the parent curriculum when changes in the written curriculum were needed.

The curriculum content was developed specifically for families in recovery from alcohol, tobacco or other drug abuse problems. The emphasis given to parts of the content may vary among groups of the target population of parents. For example, one group may have some knowledge of child development concepts such as readiness, but need to spend more time on the concept of initiative and independence as part of a child's development. Another group may have good listening skills but may need to spend more time on assertiveness and appropriate discipline strategies.

During the development of the curriculum, groups of parents at different sites appeared to have different needs although all parents and/or their spouses were substance abusers. For example, videos which struck a meaningful response among one group were not as productive or meaningful for other groups. Some groups responded well to conceptually based material and a verbal learning style; others needed much more concrete experiential learning through demonstration, modeling, and discussion of personal experiences. Obviously, no written curriculum can meet all needs and adaptation is necessary.

In order to make it as easy as possible to adapt the curriculum, lists of alternative materials such as videos, child development pamphlets, etc., are provided in the Appendix to Volume II. Similarly, some alternative activities are provided to choose from.

Materials for parents, including handouts, are easy to read. The amount of text on a page, vocabulary, sentence length, the use of clauses, type style, and use of illustration were considered in relation to reading difficulty. Some groups of parents may want more information than is provided in the handouts in the curriculum. Resources for obtaining other materials are given in the Appendix to the Parent Curriculum when possible.

## XIV. PARENT PARTICIPATION

Opportunities for parent participation are built into the curriculum in a variety of ways. These include goal-setting for parents and children, parent involvement in the children's program, group processes in the parent group, planning special events, feedback to the program, and parent leadership roles.

The intake form asks parents to identify the goals they have for themselves and their children while they are in the program. Goal-setting and discussion also takes place in the first sessions of the parent curriculum. The specialists use parents' goals as a guide to focus curriculum sessions and home visits. Parents may refine or refocus their goals as the program evolves.

When seeking parent involvement in the children's program, an indirect approach may work best, at least as a starting point. Parents in ATOD-dependent families often lack confidence and self-esteem. They frequently do not see themselves as contributors. Successful parent involvement in the preschool program sometimes begins with seizing opportunities which parents themselves present.

For example, one of the staff engaged children on the van by singing songs with them. A parent commented "Yeah we used to sing that." Other parents began reminiscing about songs they had sung in school or at home. Such informal moments provide opportunities to explore what parents know and have to offer. Parent involvement could range from drawing up a list of songs parents know and selecting some to teach the children, to inviting a parent to teach the song to the children.

A direct question about how a parent would like to participate in the children's program may not elicit much response, especially in the early phases of the program. One parent commented that he was able to play the guitar. When asked to accompany a familiar song in the classroom, he said yes but backed away when the time came. When a drummer came to do a presentation with the children's group, this same parent was willing to play drums together with the guest. With a partner to rely on, this parent's sense of exposure and fear of inadequacy was minimized. In fact, he had an exhilarating and satisfying experience participating in the event.

"Parent Pages," which are included in each parent session, contain a number of suggestions and invitations for parent involvement. Sharing photographs or recipes for favorite family foods are examples. The "Parent Page" also keeps parents connected to what is happening in the children's classroom in each session. It creates an opportunity for parents to raise questions and for specialists to incorporate information about children's interests, developmental appropriateness, the reasons for doing certain activities, etc.

Group process allows each parent group to develop its own agreements about how it will function. Often these agreements include the group's expectations for attendance, behavior in the group, turn-taking, feedback to one another, problem-solving how the group will respond to a member who attends while under the influence of alcohol or other drugs. Other topics can be included in the group's agreements or norms, and the group may revise or refine their agreements when necessary. In this way, parent group members hold one another accountable for their behavior and take responsibility for the functioning of this group.

Parent input is incorporated into the planning of special events and the graduation ceremony. A special event might be a trip to the zoo, a meal at a pizza parlor, attending a children's theater performance, a cook-out in the park, or a presentation by a community visitor in a program session. These actual events are utilized to teach and/or practice family management skills. Parents experience the planning and problem-solving processes. They carry out their plan in a cooperative manner and are expected to be responsible to one another within the group for their actions and behavior. The specialist guides this process. S/he provides information about community events or resources, sets limits such as how much money is available for the event, structures the parent involvement process, raises questions about safety or potential problems (e.g., how will the group handle lateness when they are going to a children's puppet show at the public library), and assists with arrangements. The extent of responsibility given to the parent group depends on the ability of members of the group to handle it. The specialist provides a tighter structure and short-term tasks for groups with less experience and readiness; s/he provides a more open structure and longer-term tasks when group members are able to be successful within this framework.

Parent feedback to the program and the curriculum has been collected using a

"Parent Satisfaction Survey." The form for this evaluation is provided in Appendix I. The forms may be filled out anonymously. They are collected by a group member, placed in an envelope, and given to the receptionist in the clinic's lobby. This process was set up to allow feedback to be as honest as possible.

Parent leadership roles are available for parents who successfully complete the program and are ready to take on a new level of activity. For example, a parent and child had participated in multiple cycles of the program, had good attendance, and the parent demonstrated progress in behavior and interactions with her children. When her child went to kindergarten, the parent wanted to remain involved in the program. A parent volunteer role was established. With assistance from the specialist, she placed her younger child in part-time child care and became a parent volunteer in the children's class.

Parent leadership roles are structured by the specialist teaching the children's program and are based on individual readiness to take on tasks. The parent leadership role might include preparing materials, assisting with classroom maintenance, assisting with activities, leading a group activity, planning and carrying out activities, and interacting with children. The structure and function of the role must be adapted to the level of development of the parent. The ideal is to structure the role so that it builds on a parent's current knowledge and skills, expands these or enables a parent to generalize them to new situations, but does not overwhelm a parent or set up a situation in which the parent may lose confidence, fail, or act out to the detriment of the children's group. When the parent or the specialist discover that the parent's role has not been structured so that the parent can be successful, the specialist and the parent must cooperatively revise the parent's functions and tasks so that success is achievable.

At their most successful, parent leadership roles give parents volunteer experience which serves as pre-vocational training. Sometimes, parent volunteers discover that they need further exploration and work on recovery issues. Whenever a parent leadership role is not working well, it is important to address problems promptly with the parent. Problem-solving, clarification of expectations, or a written contract may be helpful.

## XV. HOME VISITS

Weekly home visits with families are part of the program. The purpose of home visits is to reinforce the skills and knowledge related to the week's sessions.

Ideally the home visit occurs once a week for 30 - 45 minutes with both parent and child together. However, a flexible approach to home visits is needed so that staff can be responsive to each family's level of readiness and acceptance. Exceptions to that flexible approach occur when a family's participation and the home visit are required by protective services, court order, or a treatment contract.

The Home Visit Record (see Appendix I, page 277) is used to record information about each home visit. The options for duration and content of the visit are incorporated into the form. Decisions about those things are based primarily on two factors: 1) the needs and interests of parent and child; and 2) program objectives.

The location for home visits is also flexible. As much as possible they are done in the home. However, they can also be done at the program site, in a park, etc., as necessary. Factors which affect the location are safety, travel distance, parent resistance to visits in the home.

It is highly desirable to maintain home-visit contact on a weekly basis. When scheduling weekly visits is a barrier to a family's participation, they are conducted every two weeks. Circumstances which tend to be barriers to weekly home visits are distance, illness, heavy family responsibilities such as job and schooling, single parent with full-time job, care of an elderly family member. When visits are scheduled every two weeks, a phone contact is made during the week without a visit. The phone call might be just a friendly "wanted to know how things are going" or may have a more specific purpose.

Canceled home visits are rescheduled when possible. When a home visit appointment is broken, a follow-up call or visit is made to determine the reason.

## XVI. TRANSITIONS OUT OF THE PROGRAM

Before each program cycle concludes, the parent group discusses support networks, separation from the program, and plans for the immediate future. Specialists also assist families with these during a home visit. The options for families included: re-enrollment in another cycle of this program; referral to another program, a self-help group or school; or a decision to "take a break" from program involvement.

Some families re-enroll and continue to participate for numerous cycles. Others skip a cycle or two and then re-enroll No limit is placed on the number of times a family can participate. If a family appears to re-enroll simply because the program is comfortable and familiar, or if a parent does not seem to have a goal or be willing to work on issues and skills, specialists address those concerns before completing re-enrollment.

*Example*:

> Kareem and his preschooler had participated in four cycles of the parent/child program. Kareem had been an active participant, a good model for other parents, and a supporter of the program. At the end of the fourth cycle, he demonstrated decreased attendance, exhibited some inconsiderate behavior in parent group, and expressed dissatisfaction with program activities. Changes in Kareem's behavior were discussed in consultation with his therapist. Staff were in agreement that Kareem's behavior needed to be addressed, and that he might be ready to move into another program. After discussion of those concerns with Kareem, he clearly wished to re-enroll. Goals for his continued participation, and ground rules for behavior were clarified. The family returned and successfully completed another cycle.

When a family needs referral to another program, specialists help families who want assistance or support. Children with special needs are referred to public school assessment services. The specialist may assist parents with procedures, help with paperwork, or show parents how to advocate for their child. One family needed referral for domestic violence services. This referral - as well as those for crisis needs, therapy or medical problems - took place at the time of need, rather than at the end of a cycle. Other types of referral include job training, Headstart programs, or assistance with public school entry. For example, several families needed to obtain copies of birth certificates for children's entry to public school.

Each program cycle concludes with sessions devoted to support, handling changes and transitions, separation, and celebration. The last session in each cycle is a "Family Celebration." This program ritual usually involves planning and input from the parents. During the celebration, the accomplishments, strengths, and growth of parent and child are recognized. Each family is given the "Family Album" which they created and which contains photos, drawings, program handouts, and any other items which has meaning for parents. Parents invite family members to attend this ceremony if they wish.

## XVII. APPENDICES

The Appendices provide a selection of resources for users of this curriculum. These resources include:

A) Sources of Multicultural Materials for Young Children
B) Multicultural Books for Preschoolers
C) Music for Preschoolers
D) Large Motor Activities for Transitions
E) Affirmation Certificates
F) Multicultural Patterns
G) Selected Resources on Cultural Awareness for Teachers
H) Selected Reading List on ATOD Abuse and Families
I) Sample Forms.

# Session 1 Get Acquainted

**Child Sign-In**

(See Session 1, Pages 41-42.)

**Free-Choice Activities**
(45 minutes)

EMERGENT CURRICULUM AND PROJECTS

1. Art Center
2. Block Center
3. Dramatic Play and Family Living Center (See the Appendix, Page 237, for a list of suggested multicultural props.)
4. Language and Literacy Center (See the Appendix, Page 240, for a list of suggested multicultural books for preschoolers.)
5. Manipulatives
6. Other:______________________________

OBJECTIVES-BASED CURRICULUM

7. Playdough: "Tortillitas Para Mama" (See Session 1, Pages 43-44.)
8. Snack-time Placemat (See Session 1, Page 45.)

**Break**
(15 minutes)

Clean-up
Bathroom and Handwashing

**Snack**
(20 minutes)

For a suggested snack, see Session 1, Page 44, "Extensions of the Activity" #1.

**Large Group**
(20 minutes)

1. Greeting Song (Choose from those in the Appendix, Pages 244 - 245) or substitute a song which is appropriate for your group.)
2. Read a Story Aloud: *When I Ride in a Car* by Dorothy Chlad (See Session 1, Page 46.)

**Practice Safe Behavior on the Van**
(20 minutes)

1. Introduce Van Safety Activity (See Session 1, Page 47.)
2. Activity: Safety On The Van (See Session 1, Page 47.)

**Break**
(10 minutes)

Bathroom and Handwashing

**Closing Group**
(20 minutes)

1. Group Discussion: Classroom Rules (See Session 1, Page 48.)
2. Reflections on the Session: (See the Introduction, Pages 29-30, for information on this part of Closing Group.)
3. Affirmations (See Session 1, Page 49.)

# Activity: Child Sign-In

**Learning Objectives**

To strengthen skills with printed language
To strengthen fine motor skills

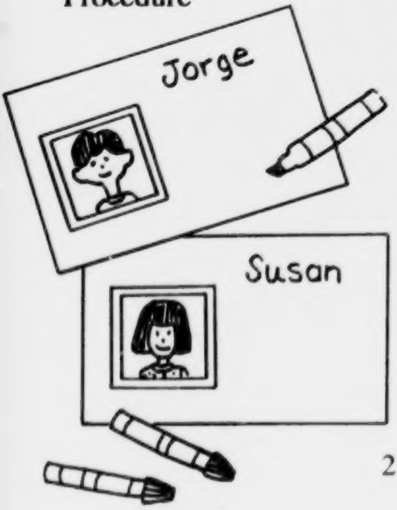
**Materials Needed**

- A large sheet of butcher paper or a name card for each child (approximately 5" x 8")
- Non-toxic, broad-tip colored markers
- Optional: Polaroid photo of each child

**Preparation**

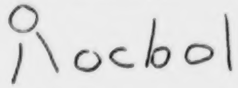
1. Print each child's name on the butcher paper or name card. If you are using the Polaroid photos, mount the child's photo next to his or her name with masking tape so that it may be removed easily. Leave plenty of space for each child to print his/her own personal script on the paper or name card.

**Suggested Procedure**



1. Children learn a lot about written language before they begin school instruction. This learning depends on a child's exposure to written language and experiences with it. One of the first written forms a child naturally pays attention to is his/her name. Given opportunities to write their names, children explore the use of writing tools and the written form of their names. When a child explores how his/her name is written, it is called a personal script. The following example of a child's personal script was embedded in this child's drawing.

   Rachel, 32 months of age:

   For further information, see the references listed at the bottom of page 42.

2. Head the paper with "Hello or Good-Morning", etc. in languages represented among the children. Other languages may be added.

| | |
|---|---|
| English: | "Hello" |
| Spanish: | "Buenos Dias" |
| French: | "Bonjour" |
| Japanese: | "Konnichiwa" |

こ ん に ち は
KO N NI CHI WA

3. Place the sign-in sheet on a table near the entrance to the classroom. As the children come into the class, invite them to find their names and write their own personal scripts underneath.

## Activity: Child Sign-In

**Suggested Procedure (continued)**

4. If any child has difficulty identifying his/her name, assist him/her in finding it and encourage the child to make any mark s/he desires to sign in. Polaroid photos help children locate their names.

5. Use this sign-in system each day to help children become familiar with the written form of their own names, writing tools and the writing process. A clean sheet of paper with the children's names printed on it will be needed each day.

6. If you find that some children want to use large sections of the sign-in sheet for their personal scripts, you may prefer to use individual name cards or provide a border around the space each child may use.

**Extensions of the Activity**

1. Use writing samples for a bulletin board display on emergent writing. This topic can be used to help parents recognize how children develop skills from activity and experiences with materials.

2. Include samples of children's emergent writing in diverse scripts: English, Spanish, Hebrew, Russian, Arabic, Chinese, etc. Use the bulletin board to demonstrate how the language environment influences children's development. For information and examples see:

   - Hartse, J.C., V.A. Woodward & C.L. Burke. *Language Stories and Literacy Lessons.* Portsmouth, N.H., Heinemann, 1984.
   - Bissex, G.L. *Gnys at Wrk: A Child Learns to Read and Write.* Cambridge, Mass., Harvard University Press, 1980.
   - Schickendanz, J. *More than the ABC's: The Early Stages of Reading and Writing.* Washington, D.C., NAEYC, 1986.

## Activity: Playdough

**Learning Objectives**

To strengthen coping skills through enhanced self-esteem and opportunity for self-expression
To strengthen cultural appreciation

**Materials Needed**

- Playdough for 3 - 4 children

**Preparation**

Make playdough using the following recipe, or substitute a playdough recipe of your choice:

No-Cook Playdough

2 cups self-rising flour
2 tablespoons alum
2 tablespoons salt
2 tablespoons cooking oil
1-1/4 cups boiling water

Add a touch of food coloring if desired. Divide the batch and make several different colors. Mix, knead and store in a covered container.

**Suggested Procedure**

1. Print the rhyme "Tortillitas" in English and Spanish and post it in the playdough center.

| Tortillitas | Little Tortillitas |
|---|---|
| Tortillitas para Mama | Little tortillas for Mama |
| Tortillitas para Papa | Little tortillas for Papa |
| Las blancas para Mama | The light ones for Mama |
| Las cafeses para Papa | The dark ones for Papa |

From: *Tortillitas Para Mama* and other nursery rhymes / Spanish and English. Selected and translated by Margot Griego et al. Illustrated by Barbara Cooney. N.Y. Henry Holt, 1981.

2. Allow children to explore the materials and create their own objects.

3. Introduce the rhyme to children in the center. Use the playdough to create tortillas or other types of food such as fry bread, bagels, pizza, etc.

4. To help children learn the names of others in the group, substitute a child's name for "mama" or "papa" in the rhyme. Repeat using another child's name.

## Activity: Playdough

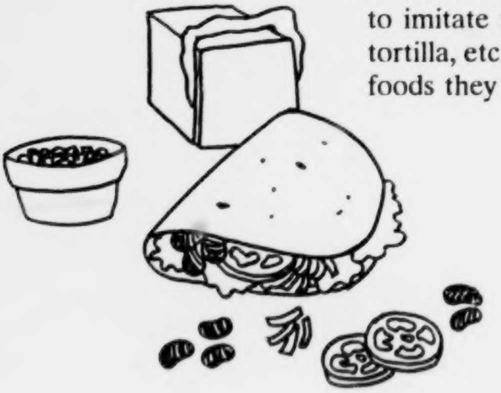
**Suggested Procedure (continued)**

5. Listen for themes and comments from the children. Use these comments and the food items children create to develop a discussion of similarities and differences among foods we eat; e.g., shape, color, varieties of bread, fruit, etc.

**Extensions of the Activity**

1. Snack: Provide tortillas, beans, cheese, tomatoes and lettuce for snack. Each child may prepare his or her own at the snack table. Allow each child to choose the toppings s/he desires on the tortilla.

2. Chant the rhyme "Tortillas" while clapping. Add hand motions to imitate mixing the dough, rolling it into a ball, shaping the tortilla, etc. Invite the children to substitute the names of other foods they created with playdough.



# Activity: Snack-Time Placemats

**Learning Objective**

To strengthen fine motor skills

**Group Size**

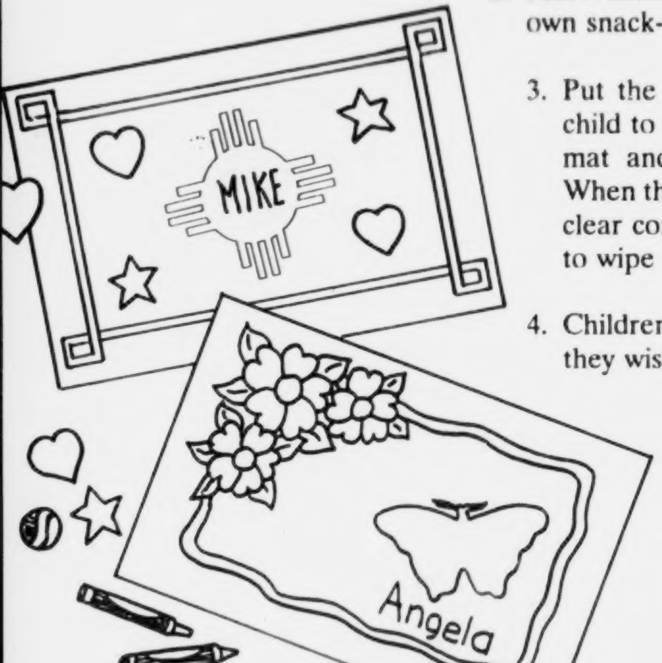
Individual or small group

**Materials Needed**

- 8-1/2" x 11" white drawing paper (or 11" x 17" paper for a larger mat)
- Colored markers, crayons or colored pencils
- Multicultural patterns (See the Appendix, Pages 258-261.)
- Stickers or other decorating materials which will lie flat on the paper
- Clear contact paper to cover each placemat (A roll of contact paper is available from the drugstore. Larger rolls are available from arts and craft suppliers, educational suppliers, etc.)

**Suggested Procedure**

1. Introduce the activity and explain what a placemat is. If you have placemats in the Dramatic Play and Family Living Center, you may want to use them as examples.
2. Allow children to explore the materials and create their own snack-time placemats.
3. Put the child's name on the placemat. Invite the child to decide where his/her name is placed on the mat and what color marker is used to write it. When the placemat is complete, cover each one with clear contact paper to preserve it and make it easy to wipe off after use.
4. Children may make other placemats to take home if they wish.



Note: Since placemats are used in the program, it is important for each child to have a chance to make a placemat. If any child prefers not to make one during program time, the home visit is another opportunity to do this activity if desired.

## Activity: Read a Story Aloud

| | |
|---|---|
| **Learning Objectives** | To strengthen language development<br>To strengthen coping skills through increased awareness of safety |
| **Group Size** | Whole group |
| **Materials Needed** | • *When I Ride in a Car* by Dorothy Chlad. Safety Town series, Children's Press, 1983. |
| **Suggested Procedure** | 1. Introduce the book with a brief discussion of how children get to and from the program. How do you get from your house to our classroom? In a car? City bus? Walk? Program van?<br>2. Ask the children what they think are good safety rules for the trip from home to school.<br>3. Read the story aloud and incorporate relevant comments by the children.<br>4. Use the suggested process questions and others which you create to facilitate a discussion of safety during transportation. |
| **Suggested Process Questions** | 1. What are some of the things you can do to be a safe rider in a car (bus, truck, van)?<br>2. How do seat belts help to keep us safe? What other things can we do to keep ourselves safe in a car (bus, van, etc.)?<br>3. What do you think are safe ways to get on or off the van? Walk? Run? Jump? Push? Take your turn?<br>4. Why do you think safety is important on the van (car, bus, etc.)?<br>5. What do you think are good safety rules if you are walking? |

## Activity: Safety On The Van

**Learning Objectives**

To strengthen coping skills through learning safety procedures in a vehicle
To strengthen large motor skills

**Group Size**

Whole group

**Materials Needed**

- If your program provides transportation for the children, park the vehicle where it will be easily and safely used for this practice. If your program does not provide transportation, a substitute arrangement will be needed. Perhaps your center has a vehicle available for you to use for this exercise. Perhaps a "mock-up" vehicle can be devised using chairs and other props.

**Suggested Procedure**

1. Following the story *When I Ride in a Car*, introduce the activity by explaining how the children will practice the safety rules they have made.

2. Children will practice safely exiting the building, taking turns to climb into the vehicle, learning why and how to use a seat belt or how to ask for help with the seat belt. Safe behavior in the vehicle can be discussed.

3. If some families walk to the program, expand the discussion to include safety practices when walking; e.g., crossing streets, obeying stop lights, etc.

4. The safety rules proposed by the children may be written up briefly and posted in the van.

Safety on the Van:

- Wear your seat belt
- Sit in your own seat
- Talk quietly
- Keep your hands and head inside
- Let a grown-up close the door
- Eat and drink at home or at school
- Sing or draw quietly

**Extensions of the Activity**

1. During a home visit or free choice time in another session children may draw pictures of the van and safe behavior on the van.

2. Create a van or car in the classroom using chairs and other available props. Attach belts to the chairs and allow children to use them as seat belts.

# Activity: Group Discussion - Classroom Rules

**Learning Objective**

To strengthen social skills

**Group Size**

Whole group

**Materials Needed**

- Large sheet of butcher paper
- Broad-tip marker

**Suggested Procedure**

1. Introduce the discussion by referring to the activity on van safety. Invite children's comments.

2. Explain to the children that the classroom is a place where everyone needs to feel safe and important. Invite the children to think about what they can do to make the classroom that kind of place.

3. Draw upon children's ideas and suggestions to develop a list of classroom rules.

4. Write down the words or some of the words children use to state the rules. Most rules which children offer may be grouped into three categories:

   - Take good care of yourself. / Yo cuido ami.
   - Take good care of others. / Yo cuido mis amigos.
   - Take good care of the toys. / Yo cuido mis juguetes.

   Group children's statements in a similar manner and summarize for them; e.g., "So we agree that in this place, we want everyone to be safe and important, so our classroom rules are..." (read the list and headings back to the children).

5. Continue to discuss classroom rules in subsequent sessions. Revise them or add to them as needed.

**Suggested Process Questions**

1. What can we do to make sure everyone feels safe here?

2. Is it okay to hit someone when you get mad? Throw blocks? Why? What about pounding some playdough?

## Affirmations

**Learning Objective**

To strengthen coping skills through enhanced self-esteem

**Materials Needed**

- Photocopies of the affirmation certificate (one for each child) for this session (See the Appendix, Pages 252-258, for samples.)

**Preparation**

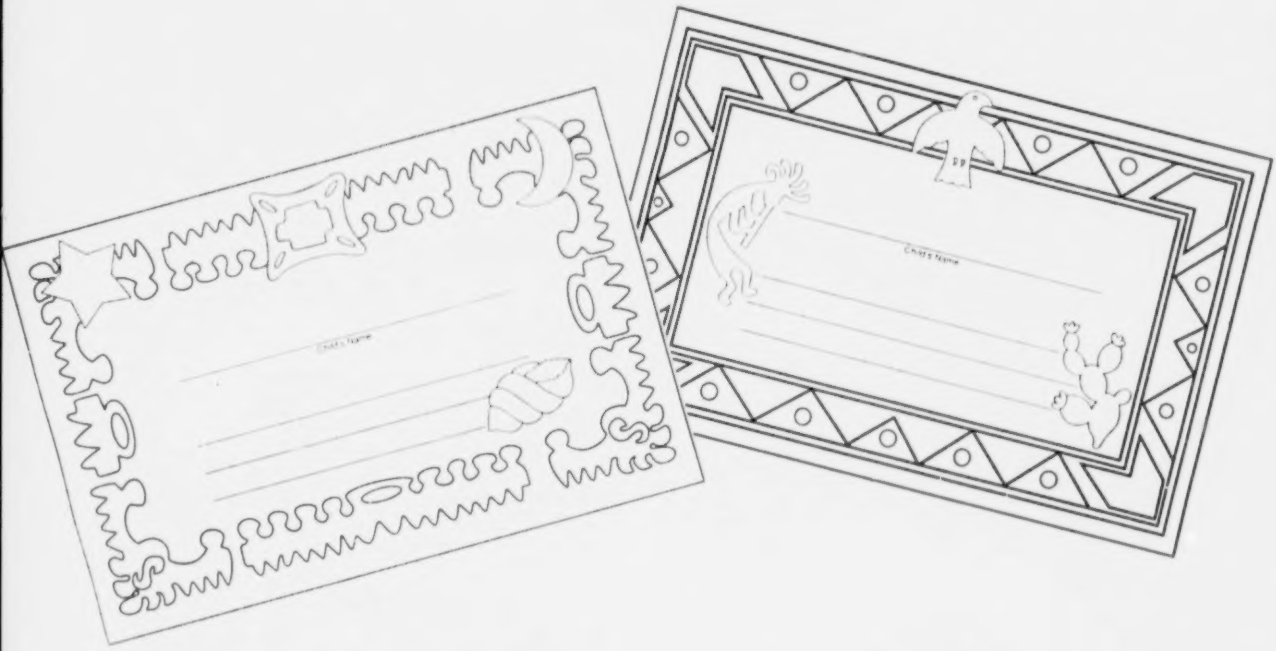
1. Print each child's name in the appropriate space.

**Suggested Procedure**

1. Hand out a certificate to each child. To reinforce children's memory of the names of others in the group, use each child's name as the certificate is handed out.

2. As much as possible, comment on a specific contribution each child made to the discussion or activity; e.g., "Jorge can fasten his own seat belt. Wow!" or "Nicole waited her turn in line to get on the van. Good job Nicole!"

   Examples of certificate:



# Session 2 Get Acquainted

| | |
|---|---|
| **Child Sign-In** | (See Session 1, Pages 41-42.) |
| **Free-Choice Activities**<br>(45 minutes) | EMERGENT CURRICULUM AND PROJECTS<br>1. Art Center<br>2.* Block Center<br>3. Dramatic Play and Family Living (See the Appendix, Page 237, for a list of suggested multicultural props.)<br>4. Language and Literacy Center (See the Appendix, Page 240, for a list of suggested multicultural books for preschoolers.)<br>5. Manipulatives<br>6. Other:_________________________<br>OBJECTIVES-BASED CURRICULUM<br>7. Playdough: Bread (See Session 2, Pages 53-54.)<br>8. Snack-time Placemat (See Session 1, Page 45.) |
| **Break**<br>(15 minutes) | Clean-Up<br>Bathroom and Handwashing |
| **Snack**<br>(20 minutes) | 1. For a suggested snack, see Session 2, Page 54, "Extensions of the Activity", #1-3. |
| **Large Group**<br>(20 minutes) | 1. Greeting Song. (Choose from those in the Appendix, Pages 244 - 245 or substitute a song which is appropriate for your group.)<br>2. Read a Story Aloud: *I Want It* by Elizabeth Crary (See Session 2, Page 55.) |
| **Large Motor Activity**<br>(25 minutes) | 1. Outdoor free play and large motor activity, OR<br>2. "Buckle Your Seat Belt" (See Session 2, Page 56.)<br>3. Continue selected free choice activities, as needed. |
| **Break**<br>(10 minutes) | Bathroom and Handwashing |
| **Closing Group**<br>(15 minutes) | 1. Reflections on the Session (See the Introduction, Pages 29-30, for information on this part of Closing Group.)<br>2. Affirmations (See Session 1, Page 49.) |

## Activity: Playdough - Bread

**Learning Objectives**

To strengthen cultural appreciation
To strengthen coping skills through enhanced self-esteem and opportunity for self-expression

**Materials Needed**

- Playdough (See Session 1, Page 43 for recipe) in shades of brown and white appropriate for various breads. Add other colors to allow children to create other types of foods.
- "Tortillitas Para Mama" rhyme on chart paper, posted in the center.
- *Bread, Bread, Bread* by Ann Morris. Lothrop, Lee and Shepard Books, 1989.

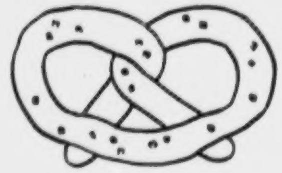
**Suggested Procedure**

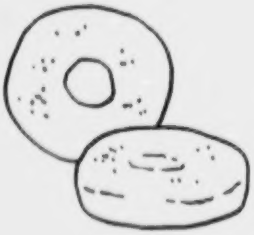
1. Extend the playdough activity in Session 1 by adding the book *Bread, Bread, Bread* to the Center. Pictures of various types of breads from all over the world may also be used. Be sure to include the types of breads used by families in your program. Introduce the book to children in the Center.

2. Invite children to explore the materials and to make breads and other foods or to create their own playdough objects.

3. Encourage children to discuss the different kinds of foods their family likes to eat. What are their favorite foods?

4. Point out all the things children can shape out of playdough by using their hands.





## Activity: Playdough - Bread

Extensions of the Activity

1. Provide breads from different cultures for children to sample at snack time. Select breads such as bagels, tortillas, pita bread, pan dulce, cornbread, rice cakes, french bread, soft pretzels, gorditas, bread sticks, etc.

2. Using the book *Bread, Bread, Bread* point out to children that all families eat bread. Different families may use different kinds of bread. Point out the different shapes, sizes and colors of bread. Invite children to point out some that they use at home. Invite them to think of the ways they use bread; e.g., toast, sandwiches, eat with soup, to hold other food, etc.

3. Allow each child to choose several which s/he would like to taste. Offer cream cheese or honey for each child to spread on the breads s/he selected. Serve with milk or juice.

## Activity: Read A Story Aloud

**Learning Objective**

To strengthen language and communication skills

**Group Size**

Whole group

**Materials Needed**

- *I Want It* by Elizabeth Crary. Seattle, WA, Parenting Press, 1982 (The Problem-Solving Series) or
- Select another title from this series:

  *I Can't Wait*
  *I Want To Play*
  *My Name Is Not Dummy*
  *I'm Lost*
  *Mommy, Don't Go*

**Suggested Procedure**

1. Read the story aloud using the interactive format of the book to involve children in the problem-solving process.
2. Use the process questions which are integrated into the story. Add your own to prompt and supplement discussion about conflict resolution.
3. Review and discuss with the group the Classroom Rules which were developed in Session 1. Weave this into the discussion of of the story.

## Activity: "Buckle Your Seat Belt"

**Learning Objectives**

To strengthen large motor skills
To strengthen coping skills through increased awareness of safety

**Group Size**

Whole group

**Materials Needed**

- *Learning Basic Skills Through Music: Health and Safety* (cassette). Hap Palmer, Educational Activities, Inc., Freeport, N.Y. 1969
- Cassette tape player

**Suggested Procedure**

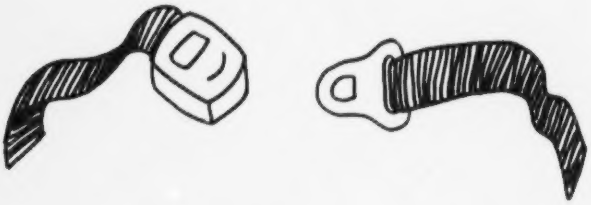
1. Use the songs "Buckle Your Seat Belt" or "Stop, Look and Listen."

2. Form a circle with the children standing.

3. For "Buckle Your Seat Belt": Walk in a circle. When the refrain ("buckle your seat belt...") is sung, stop and pantomine fastening a seat belt.

4. Continue moving in a circle. Vary the motion by hopping, skipping or crawling.

5. For "Stop, Look and Listen": Move in a circle for the verses. Stop and pantomine the actions of the refrain as suggested; e.g., stamp your foot on "stop" and point to eyes and ears on "look and listen." Use a broad circular motion in moving the arms to point.



# Session 3 Myself, Yourself

| | |
|---|---|
| **Child Sign-In** | (See Session 1, Pages 41-42.) |
| **Free-Choice Activities**<br>(45 minutes) | EMERGENT CURRICULUM AND PROJECTS<br>1. Art Center<br>2. Block Center<br>3. Dramatic Play and Family Living (See the Appendix, Page 237, for a list of suggested multicultural props.)<br>4. Language and Literacy Center (See the Appendix, Page 240, for a list of suggested multicultural books for preschoolers.)<br>5. Manipulatives<br>6. Other:____________________<br>OBJECTIVES-BASED CURRICULUM<br>7. Sensory Experience: My Sense of Smell (See Session 3, Page 59-60.)<br>8. Handprints (See Session 3, Page 61.) |
| **Break**<br>(15 minutes) | Clean-up<br>Bathroom and Handwashing |
| **Snack**<br>(20 minutes) | |
| **Large Group**<br>(20 minutes) | 1. Greeting Song (See the Appendix, Pages 244-245.)<br>2. Read a Story Aloud: *Here Are My Hands* by Bill Martin, Jr. and John Archambault (See Session 3, Page 62.) |
| **Large Motor Activity**<br>(25 minutes) | 1. Outdoor free play and large motor activity, OR<br>2. "Everybody Clap Your Hands" (See Session 3, Page 63)<br>3. Continue selected free choice activities, as needed. |
| **Break**<br>(10 minutes) | Bathroom and Handwashing |
| **Closing Group**<br>(15 minutes) | 1. Reflections on the Session (See the Introduction, Pages 29-30, for information on this part of Closing Group.)<br>2. Affirmations (See Session 1, Page 49.) |

## Activity: Sensory Experience - My Sense of Smell

**Learning Objectives**

To strengthen cultural appreciation
To strengthen coping skills through enhanced self-awareness and decision-making
To strengthen language development

**Group Size**

Individual

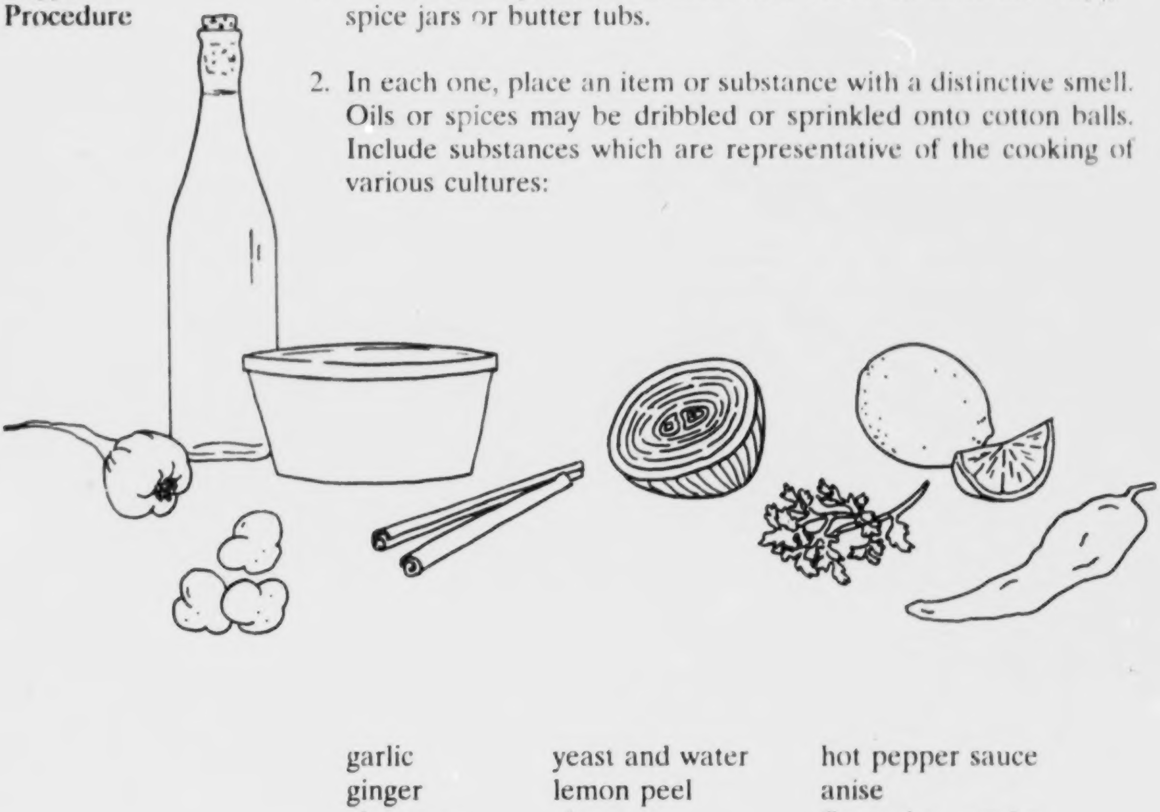
**Materials Needed**

- Plastic containers with lids, such as margarine tubs or plastic spice jars
- Cotton balls
- Spices, essential oils, herbs for fragrances which are common in the cooking of various cultures
- Paper and marker for the teacher

**Suggested Procedure**

1. Collect small plastic containers with lids, such as clean, empty spice jars or butter tubs.

2. In each one, place an item or substance with a distinctive smell. Oils or spices may be dribbled or sprinkled onto cotton balls. Include substances which are representative of the cooking of various cultures:



garlic
ginger
cinnamon
peanuts
onion

yeast and water
lemon peel
cloves
cilantro
cumin

hot pepper sauce
anise
fine spice powder
sesame oil

## Activity: Sensory Experience - My Sense of Smell

**Suggested Procedure (continued)**

3. Place a cotton ball with a smell on it in different containers and label each. Invite the children to smell each one and decide which they like and which they don't like. Encourage children to find words to describe the smell; e.g., sweet, strong, like something good to eat, etc.

**Extensions of the Activity**

1. Record the child's preferences and any words the child uses to describe the smells or the experience of smells. Post the results in the center.

2. Create a bar graph showing the favorite fragrance of each child.

## Activity: Family Album Handprints

**Learning Objective**

To strengthen coping skills through positive regard and enhanced self-esteem

**Group Size**

Individual or small group

**Materials Needed**

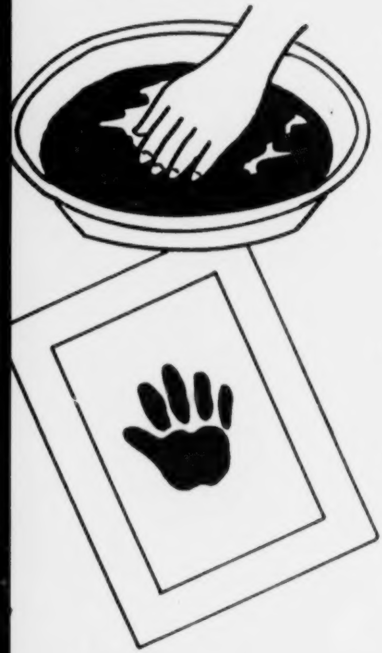
- Colored washable tempera paint in 3 or 4 colors
- 8-1/2" x 11" construction paper
- Shallow flat container for each color of paint (styrofoam meat trays, pie tins, etc.)
- Water for handwashing and rinsing
- Paper towels

**About the Family Album**

1. The Family Album is created by parents during their parenting group. It could also be developed during home visits. It contains whatever materials, products, handouts, photos, etc., which the parent wants to include.

**Suggested Procedure**

1. Cover the table surface with newspaper, a plastic tablecloth or other protective cover.
2. Explain the procedure to each child. If a child does not want to put his/her hands in paint or is otherwise reluctant to "get dirty," allow the child to watch others until s/he is ready to participate. Reassure the child about the feel of the paint, that it will wash off, etc. Do not force a hesitant child.
3. Allow the child to select the color of the paper s/he would like to use.
4. Dip the child's palm in the paint and "print" the palm on the paper.
5. Allow the print to dry before placing in the album.
6. Some children may wish to make additional handprints. These may be taken home or "framed" and hung in the classroom. To frame, cut a rectangular hole in a second sheet of construction paper. Glue it on the first to frame the print.



**Extensions of the Activity**

1. If time, space and classroom help permits, make a handprint and a footprint for each child.
2. Invite each parent to make their own handprint for the Family Album.

## Activity: Read a Story Aloud

**Learning Objectives**

To strengthen language development

To strengthen social skills through discussion of feelings and appropriate behavior

**Group Size**

Whole group

**Materials Needed**

- *Here Are My Hands* by Bill Martin, Jr. and John Archambault. N.Y., Henry Holt, 1989

**Suggested Procedure**

1. Introduce the story by reminding children how they used their hands with the playdough today. What ways did they use their hands? To squeeze? Roll? Flatten? Pound? What other things did they use their hands for this morning?

2. Read the story aloud.

3. Invite children's comments and ideas. Use the suggested process questions or develop your own to facilitate a discussion of the uniqueness of each person and the ways in which everyone is alike.

**Suggested Process Questions**

1. How do you use your hands to take care of yourself?

2. How can you use your hands to be a helper? For exercise?

3. Can you think of any ways that hands could hurt someone? If you feel______(angry, afraid, etc.), what can you do with your hands to let the ______(anger, fear, etc.) out? What do you do with your hands when you feel angry, happy, sad?

**Extension of the Activity**

1. Clap the rhythm of each child's name. Once children are familiar with this, use name clapping action as a transition activity, if desired.

## Activity: "Everybody Clap Your Hands"

**Learning Objective**

To strengthen large motor skills

**Group Size**

Large group

**Materials Needed**

- Tape or record: "Everybody Clap Your Hands" (side B) by Ella Jenkins, *Looking Back and Looking Forward,* Activity Records, Educational Activities, Inc., Freeport, N.Y. 1981
- Cassette tape or record player

**Suggested Procedure**

1. Introduce the song to children and invite them to sing the two verses along with you and the recording. Repeat them again until they are somewhat familiar to the children.

2. Add other movements. Allow children to suggest some.

3. Bring the activity to a close by using slower, gentler actions to calm the group. The teacher may suggest these. Use a softer, quieter voice also.

# Session 4 Myself, Yourself

| | |
|---|---|
| **Child Sign-In** | (See Session 1, Pages 41-42.) |
| **Free-Choice Activities**<br>(45 minutes) | EMERGENT CURRICULUM AND PROJECTS<br>1. Art Center<br>2. Block Center<br>3. Dramatic Play and Family Living (See the Appendix, Page 237, for a list of suggested multicultural props.)<br>4. Language and Literacy Center (See the Appendix, Page 240, for a list of suggested multicultural books for preschoolers.)<br>5. Manipulatives: Multicultural Pattern Sticks (See Session 4, Pages 67-72.)<br>6. Other:____________________<br>OBJECTIVES-BASED CURRICULUM<br>7. Sensory Experience: Touch and Feel Box (See Session 4, Pages 73-75.)<br>8. Handprints (See Session 3, Page 61.) |
| **Break**<br>(15 minutes) | Clean-up<br>Bathroom and Handwashing |
| **Snack**<br>(20 minutes) | |
| **Large Group**<br>(20 minutes) | 1. Greeting Song (See the Appendix, Pages 244-245.)<br>2. Sensory Experience Discussion (See Session 4, Page 74, Suggested Procedure #4.)<br>3. Read a Story Aloud: *Blanket* by Margot Apple (See Session 4, Page 76.) |
| **Large Motor Activity**<br>(25 minutes) | 1. Outdoor freeplay and large motor activity, OR<br>2. "Everybody Clap Your Hands" (See Session 3, Page 63.)<br>3. Continue selected free choice activities, as needed |
| **Break**<br>(10 minutes) | Bathroom and Handwashing |
| **Closing Group**<br>(15 minutes) | 1. Reflections on the Session (See the Introduction, Pages 29-30, for information on this part of Closing Group.)<br>2. Affirmations (See Session 1, Page 49.) |

## Activity: Multicultural Pattern Sticks

**Learning Objectives**

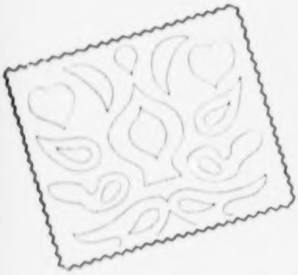
To strengthen coping skills through problem-solving experiences
To strengthen cultural appreciation

**Group Size**

Individual or pairs

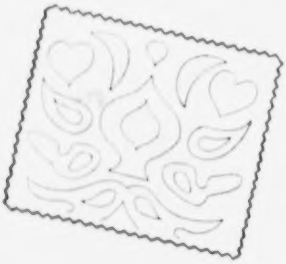
**Materials Needed**

- 5" x 8" index cards or other lightweight cardboard cut into pieces approximately 5" x 8" (Use as many as desired.)
- Glue
- Clear contact paper
- Pinking shears
- Use the patterns provided in Session 6, Pages 70-71, OR
- Gift wrap, wallpaper or fabric in a variety of different patterns represented in various cultures, each piece about 5" x 8" in size.

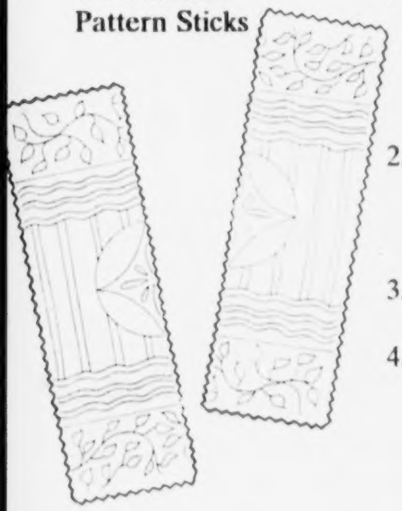


Sources of Patterns Used in Various Cultures:

- Gift wrap papers
- Museum catalogs and gift shops; e.g., Smithsonian Museums, Washington, D.C.
- UNICEF catalogs and stores
- Postcards or greeting cards, especially those found in non-traditional or ethnic gift shops
- Pier One Imports or other international shops
- Books: Dover Pictorial Archives Series, Stemmer House Publishers, International Design Library



**To Construct Pattern Sticks**



1. Photocopy the patterns provided on Pages 70-71, or select patterned paper, wallpaper or fabric. Cut pieces about 5" x 8" in size. Photocopied patterns may be reproduced on colored paper or colored with markers.

2. Glue the patterned material to one side of the index card or cardboard. Allow the glue to dry. Cover with clear contact paper.

3. Trim the edges with pinking shears.

4. Cut each card in two pieces with the pinking shears.

## Activity: Multicultural Pattern Sticks

**Suggested Procedure**

1. Demonstrate for children how to match a pair of pattern sticks.
2. Allow children to match pairs and place them together to complete patterns. Point out likenesses and differences.
3. Use a small number of pairs for inexperienced or younger children. Increase the variety, detail or complexity as children increase their skill.

**Extensions of the Activity**

1. Trinket lotto is another enjoyable game which strengthens small motor skills, visual discrimination, and eye-hand coordination. Divide a 9" square piece of cardstock into three columns lengthwise and crosswise. Trinkets such as small household items, stones, a small toy car, etc., can be traced onto cardstock to make a lotto board with 9 or 12 spaces. The name of each item may be painted under the traced outline. To play the game, the items themselves are then matched with the outline on the board. Store the trinkets in a plastic container. The instructions for making and playing trinket lotto are given below.
2. A variety of multicultural trinket lotto games can be created, depending on the materials available to you. For example, at Hanukkah, trinket lotto can be made with a small dradle, a miniature menorah, etc.

**Materials for Trinket Lotto:**

- A 9" x 12" (23cm x 30cm) light-colored felt rectangle, cut in half, or two 6" x 9" (15cm x 23cm) pieces
- Black marker
- A plastic zip-lock storage bag
- Collection of 15 - 18 trinkets

**Construction:**

1. Mark the playing mats into squares with the marker and a ruler by making two lines lengthwise and crosswise on the cardstock.
2. Trace a selection of the trinkets onto each mat. Vary the trinkets traced onto each mat.

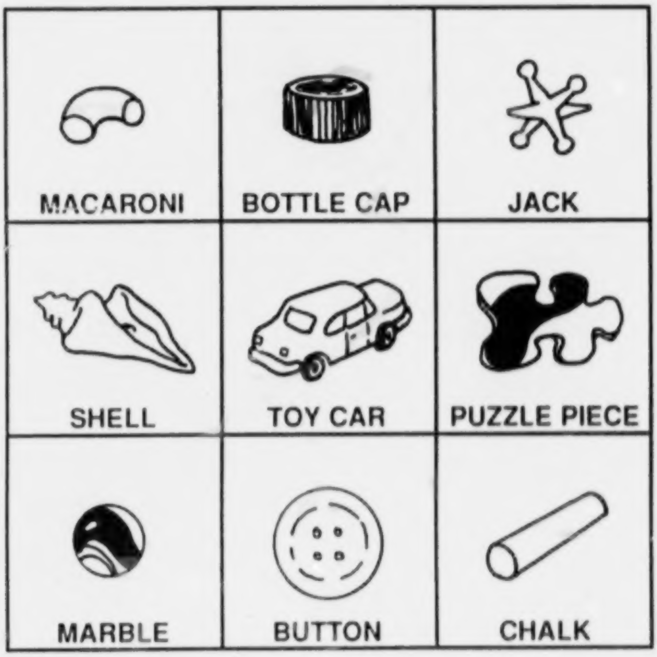
## Activity: Multicultural Pattern Sticks

**Extensions of the Activity (continued)**

Suggested Procedure for Trinket Lotto (continued):

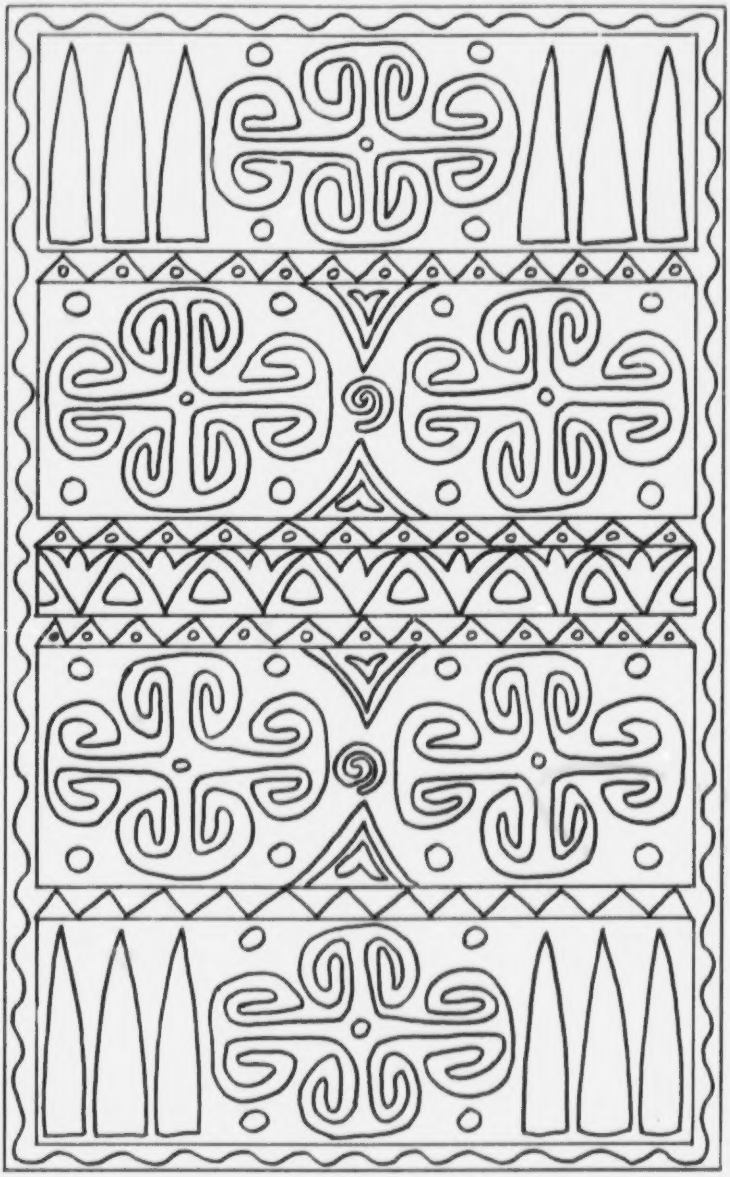
1. This game is for two players plus a caller. The person choosing it asks one child to be his/her partner (no competitor -there is no winner or loser) and another child to be the caller. Each of the two partners has a playing mat. The caller has the container of trinkets which s/he holds up one at a time for the players to see. The player whose mat contains an outline of the object takes it and places it on the outline. When both players'mats are filled, they exchange mats, or the caller may change places with a player and the game is repeated if all agree. Competition is discouraged by emphasizing the partner relationship.

   **Note:** To prevent loss, the container of trinkets may need to be stored separately; the mats can stay on the shelf. Children may ask an adult for them and return them at the end of the game. The game may be extended to 3 or 4 players if enough trinkets can be found. The container for the mats must be large enough to allow them to lie flat to avoid wrinkling. Put the container of trinkets on top of the mats if they are stored together.

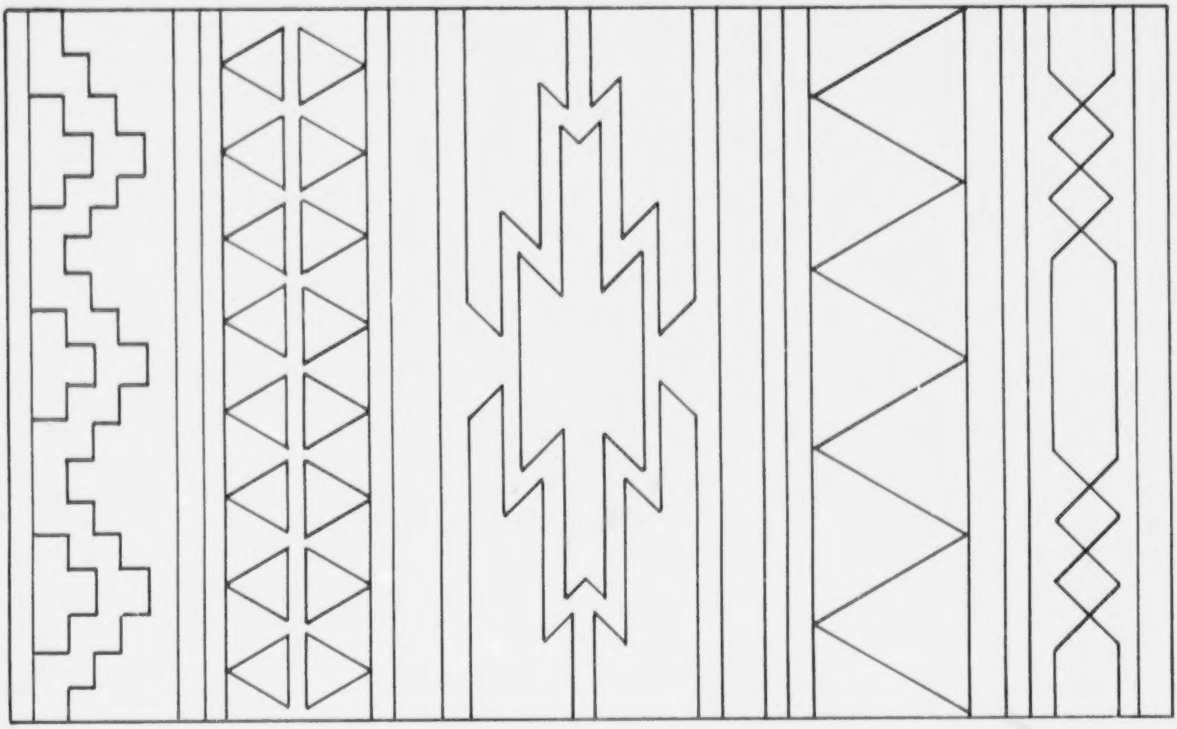


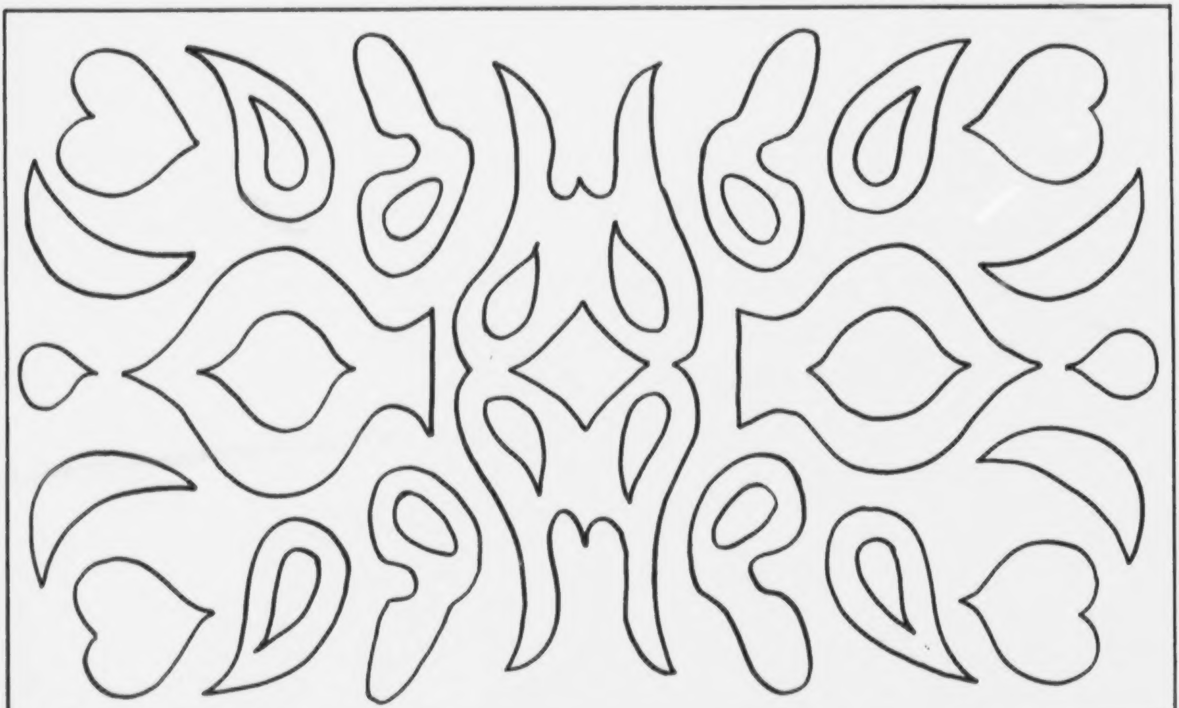
## Activity: Multicultural Pattern Sticks

**Note**: These patterns may be enlarged to match the size of a 5" x 8" card, or they may be copied as is and the card cut to size.

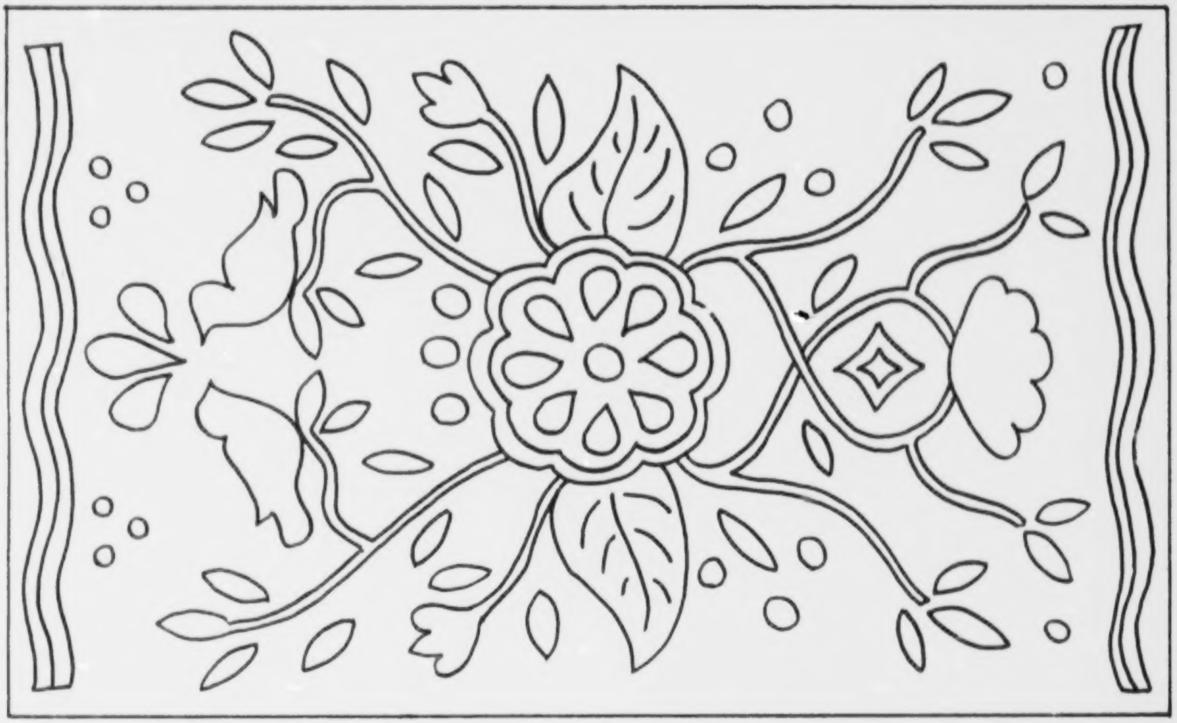


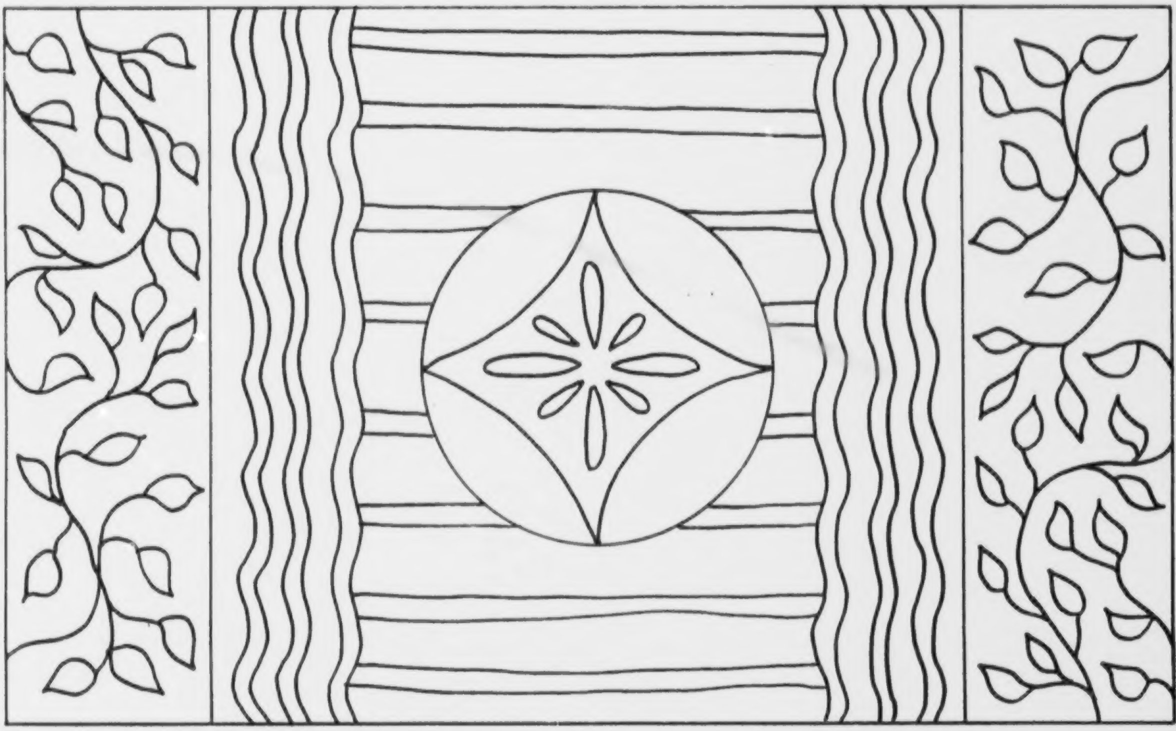
# Activity: Multicultural Pattern Sticks





## Activity: Multicultural Pattern Sticks





# Activity: Sensory Experience - Touch & Feel Box

**Learning Objectives**

To strengthen coping skills through enhanced self-awareness and decision-making

To strengthen language development

**Group Size**

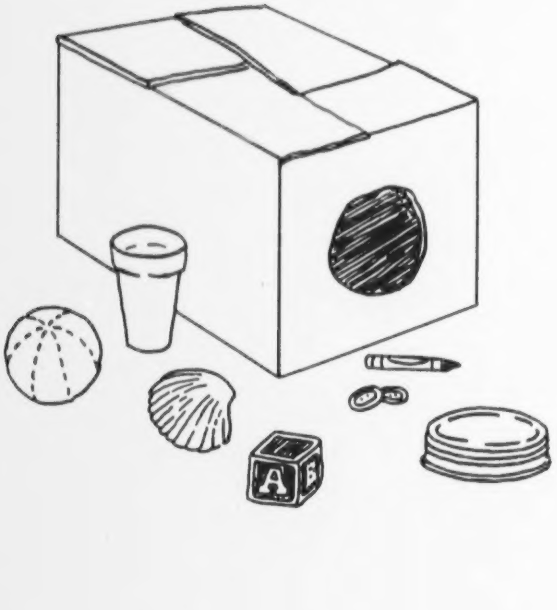
Individual

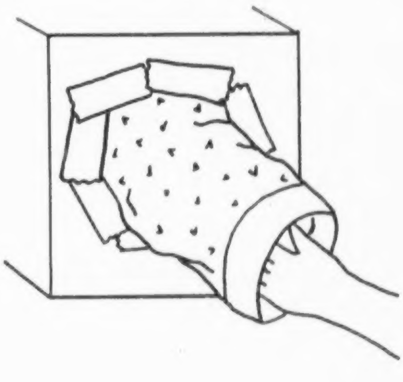
**Materials Needed**

- Cardboard carton with lid, about 10" x 12" square
- Scissors or utility knife to cut a hole in the box
- Items with different textures, shapes and sizes which can be identified by touch; e.g., a spoon, a soft cloth ball, a small piece of wood covered with sandpaper, a stone, a styrofoam cup, etc.
- A sleeve cut from an old pair of pajamas, or other item suitable for covering the hole in the box while still allowing children to reach inside
- Duct tape or other sturdy tape
- One copy of the Touch & Feel Box Dictation for each child (See Session 4, Page 74.)

**Preparation**

1. Cut a hole large enough for a child's arm in the top of the box.
2. Attach the sleeve or other covering to the top using sturdy tape.
3. Place items for identification in the box and put the lid on top.





## Activity: Sensory Experience - Touch & Feel Box

**Suggested Procedure**

1. Explain to children that there are some things inside the box. They cannot see them but there is nothing that will hurt them.
2. Invite children to reach into the box without looking inside. Ask them to tell you how the objects feel or what they think the objects are.
3. Record each child's dictation.
4. At large group time, open the box and remove the objects. Discuss how the objects felt to children and share some of the descriptive words they used. Expand a child's language whenever possible.

**Extension of the Activity**

1. Record the names of objects identified or any words the child uses to describe the objects. Post the results in the center or other display area.

# Touch & Feel Box Dictation

WHAT IS IN THE TOUCH & FEEL BOX:

____________________
(child's name)

I THINK IT FEELS:

## Activity: Read a Story Aloud

**Learning Objectives**

To strengthen language skills
To strengthen social skills through increased awareness of feelings

**Group Size**

Large group

**Materials Needed**

- *Blanket* by Margot Apple. Boston, Houghton-Mifflin, 1990

**Suggested Procedure**

1. Read the story aloud.
2. Facilitate a discussion about why the blanket was special to the child in the story. Invite the children to talk about things which are special to them and how they feel about their special things.
3. This discussion may develop into a discussion of personal boundaries. Provide opportunity for each child to participate and model respect for each child's boundaries.

**Suggested Process Questions**

1. How do you think the child in the story felt about his/her blanket? Do you have something which is very special to you? How do you feel about it? Happy? Warm inside? Safe? Sleepy? Relaxed?
2. Do you have any special place at home for your own things? A toy box? Closet? Do you have a special place (or things) of your own here (at school)? Your cubby? Name card? Placemat?
3. How do you feel if someone uses your special things or space?
4. What else belongs to you? (Your handprint; your name; how you look; your hair; eyes; feet; your whole body; etc.)
5. How do you feel if someone makes fun of your name? Says your hair is dumb looking? Laughs at your eyeglasses? Continue with examples drawn from the children's experiences.
6. What can you say or do if someone makes fun of you? Uses your special things, etc.

   "I don't like it when you_____. Please stop" Tell the person again. Ask for help.

# Session 5 Myself, Yourself

| | |
|---|---|
| **Child Sign-In** | (See Session 1, Pages 41-42.) |
| **Free-Choice Activities**<br>(45 minutes) | EMERGENT CURRICULUM AND PROJECTS<br>1. Art Center<br>2. Block Center<br>3. Dramatic Play and Family Living (See the Appendix, Page 237, for a list of suggested multicultural props.)<br>4. Language and Literacy Center (See the Appendix, Page 240, for a list of suggested multicultural books for preschoolers.)<br>5. Manipulatives: Multicultural Pattern Sticks (See Session 4, Pages 64-68.)<br>6. Other: ____________________________<br>OBJECTIVES-BASED CURRICULUM<br>7. Collage of "Things I Like" (See Session 5, Pages 79-80.)<br>8. Cooking: *Everybody Cooks Rice* (See Session 5, Pages 81-83.) |
| **Break**<br>(15 minutes) | Clean-up<br>Bathroom and Handwashing |
| **Snack**<br>(20 minutes) | 1. Rice - Which Do You Like Best? (See Session 5, Page 81.) |
| **Large Group**<br>(20 minutes) | 1. Greeting Song (See the Appendix, Pages 244-245.)<br>2. Read a Story Aloud: *All About You* by Catherine and Laurence Anholt (See Session 5, Page 84.)<br>3. Sharing the collages of "Things I Like" (See Session 5, Page 80, Extensions of the Activity #1-2.) |
| **Large Motor Activity**<br>(20 minutes) | 1. Outdoor free play and large motor activity, OR<br>2. "Bear Hunt" (See Session 5, Page 85.)<br>3. Continue selected free choice activities, as needed. |
| **Break**<br>(10 minutes) | Bathroom and Handwashing |
| **Closing Group**<br>(20 minutes) | 1. Relaxation exercise (See Session 5, Page 86.)<br>2. Reflections on the Session: (See the Introduction, Pages 29-30, for information on this part of Closing Group.)<br>3. Affirmations (See Session 1, Page 49.) |

## Activity: Collage of "Things I Like"

**Learning Objectives**

To strengthen coping skills through increased self-awareness and choice-making
To strengthen language skills
To strengthen fine motor skills

**Group Size**

Small group

**Materials Needed**

- A sheet of paper for each child
- Child-size blunt scissors
- White glue
- Brushes or squeeze bottles for applying glue
- Catalogs, magazines, cards, etc., showing a wide variety of multicultural foods, clothing, toys, activities for children and families

**Suggested Procedure**

1. Each child's piece of paper may be identified with the following statements:

My name is_____________.
My birthday is__________.
I am ________inches tall.
I have_____hair and ____eyes.
My favorite things are______.

2. Ideally, the page could be prepared in the company of the child and parent - perhaps on a home visit - so that oral and written language processes are modeled for the child at the same time that parent/child interaction skills are modeled for the parent.

3. Child will create a collage of "Things I Like" by cutting out and gluing onto the page items s/he selects from the materials provided.

# Activity: Collage of "Things I Like"

**Extensions of the Activity**

1. During large group time, children may be invited to share their collages. Invite volunteers to show their collages to the group and talk about the things they like. The teacher supports each child's interests and choices, affirms individual cultural and family differences and similarities.

2. Safety and healthy choice issues may be raised during the discussion; e.g., Sam likes milk and orange juice. Those help make his teeth and bones strong.

3. When children re-enroll in the program, vary the theme of the collage, as needed. For example, take a "leaf walk" outdoors where children can collect leaves they like for a collage. Use toy catalogs for a collage of "Favorite Play Activities;" newspapers or magazines for "Favorite Foods" collages.

## Activity: "Everybody Cooks Rice"

**Learning Objectives**

To strengthen cultural appreciation
To strengthen social skills through cooperative activity
To strengthen coping skills through increased awareness of safety

**Group Size**

Small group

**Materials Needed**

- *Everybody Cooks Rice* by Norah Dooley. Illustrated by Peter J. Thornton. Minneapolis, Carolrhoda Books, 1991
- A small amount of uncooked rice
- Variety of rice foods for children to taste at snack; e.g., rice cakes, rice cereal, rice pudding, as well as rice prepared during this activity
- Names of the rice dishes in languages appropriate for your group
- Eating and serving utensils, including chopsticks and rice bowls
- Ingredients and utensils for recipe (See Session 5, Page 78, or select a recipe appropriate for your group.)
- Sheet of butcher paper with printed rice recipe (See Session 5, Page 78.)

**Suggested Procedure**

1. Using the book, *Everybody Cooks Rice*, introduce the different ways that families prepare rice to eat. Invite children to feel the uncooked rice and discuss how it looks, feels, etc.

2. Invite and accept all comments and observations from the children about rice, how it is served at home, whether they like it or not, etc.

3. Prepare the fried rice recipe on the following page or another rice recipe of your choice. Allow children to assist in the preparation by breaking up the clumps of cold rice, breaking eggs into a cup, stirring (under supervision), chopping the cooked egg, etc.

4. Discuss safe use of heat and electric appliances.

**Snack Time**

1. Point out and name the rice dishes being served for snack and allow each child to choose which ones s/he would like to taste.

2. Invite children to decide which they like best.

## Activity: "Everybody Cooks Rice"

**Snack Time (continued)**

3. Discuss with the children how they can handle situations in which they do not like a food, a game, a TV show, etc.

**Extensions of the Activity**

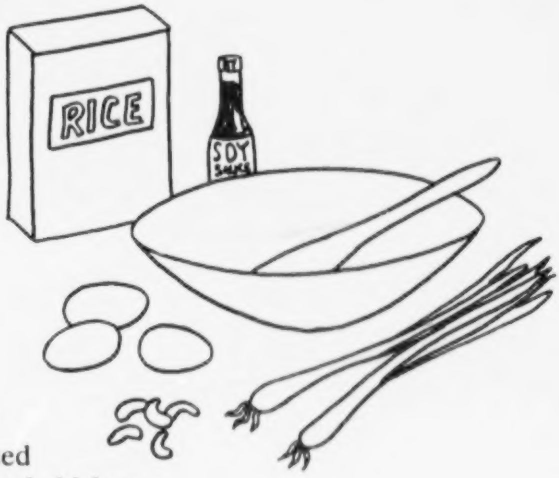
1. Make a bar graph or picture chart to show how many people in the group enjoyed each type of rice dish. Post the chart with the name of each dish in English and the language of its culture of origin.

2. Invite a parent or family member who knows how to use chopsticks to join the group for the cooking activity. Ask the parent to demonstrate how chopsticks are used.

# Activity: Recipe - Fried Rice

**Materials Needed**

- Wok or a non-stick frying pan
- Spatula, knife (for adult use) and cutting board
- Measuring spoons
- Measuring cups
- A copy of the recipe on butcher paper, hung in the cooking area
- Plastic knife (for child use)



**Ingredients for 10**

5 cups cold, cooked long grain rice
3 eggs
5 tablespoons of salad oil
3 whole green onions, sliced
1-1/2 cups shredded, cooked chicken
3/4 cup of frozen peas
1/2 cup of roasted cashew nuts
3 tablespoons of soy sauce

**Suggested Procedure**

1. Wet your hands and rub the cooked rice so that all the grains are separated.
2. Put 1 tablespoon of oil in a wok or frying pan.
3. Add the green onion and stir-fry for 30 seconds.
4. Add the eggs. Stir them once in a while. Cook them until they are soft.
5. Remove the eggs and onion from the pan.
6. Add 1 tablespoon of oil.
7. Add the peas, chicken and cashews. Stir-fry them for 2 minutes.
8. Take them out of the pan.
9. Add the rest of the oil and heat it up.
10. Add the rice and stir-fry it until it is heated.
11. Add the soy sauce, the eggs and the chicken mixture and stir until everything is well mixed.
12. The rice is ready to eat.

**Note:** In Chinese cooking, small amounts of leftovers may be combined to make a meal. The vegetable and meat ingredients are flexible and others such as zucchini or cooked ham may be substituted.

## Activity: Read a Story Aloud

**Learning Objectives**

To strengthen language development
To strengthen social skills through discussion of expectations for behavior and managing feelings

**Group Size**

Whole group

**Materials Needed**

- *All About You* by Catherine and Laurence Anholt. N.Y., Viking Children's Books, 1992
- Select a book of your choice which will prompt discussion of individuality and belonging to a group

**Suggested Procedure**

1. Read the story aloud. Invite children to respond to the illustrations and text of the story.

2. The format of this patterned story uses a question followed by a variety of rhymed answers with illustrations. Several of the questions provide opportunities to discuss individuality ("What are kids like?") and prosocial behaviors ("What are nasty kids like? What are nice kids like?").

**Suggested Procedure**

1. (Text: What are kids like? What do kids look like?)

   What are you like? Are you ever silly? Do you ever get muddy? Did you ever get a cut on your knee?
   Are you different from other kids? In what way?
   Are you the same as other kids in some ways?

2. (Text: What do kids make?)

   Do you play with other kids? What do you like to do together?
   The kids in the picture made a play house. What would they say if another kid wanted to play too?

3. (Text: What are nasty kids like? What are nice kids like?)

   Do you ever feel like calling names? Did anyone ever call you a name? How does that feel to you?
   What could you do about it?
   What do our class rules say about how we act here?
   What can you do if you feel like hitting (shouting, pushing, etc.)?

## Activity: "Bear Hunt"

| | |
|---|---|
| **Learning Objective** | To strengthen large motor skills |
| **Group Size** | Whole group |
| **Materials Needed** | • "Bear Hunt" (side 2) from *Circle Around* cassette tape. Tickle Tune Typhoon Records. Seattle, WA. 1983<br>• Cassette tape player |
| **Suggested Procedure** | 1. Gather the children in a circle.<br>2. Listen to the "Bear Hunt" on the tape.<br>3. Repeat the story and invite the children to act out the motions of the story. |

## Activity: Relaxation Exercise: Breathing

(Adapted from *Think of Something Quiet* by Clare Cherry. Carthage, Illinois, Fearon Teacher Aids, 1981.)

**Learning Objective**

To strengthen coping skills through body awareness and relaxation

**Group Size**

Whole group

**Materials Needed**

- None

**Suggested Procedure**

1. Ask the children to sit in a circle. Ask them to sit so that they are comfortable but so that they do not touch each other. When everyone is settled, begin the breathing exercise.

2. Demonstrate how to take in a big breath that fills your lungs and let it out gradually. Invite children to try it.

3. Ask the children to take a slow, big breath while you count to three and then let it out slowly while you count backwards, "3-2-1."

4. Repeat the exercise, using the following:

    a. Take a breath and pretend you fill your whole body to your (fingertips, toes, etc.) with air (count 1-2-3); (pause); let it out slowly (count 3-2-1).
    b. Now take some small gentle breaths (in, out; in, out; in, out).
    c. Pause
    d. Repeat a, b, c several times, substituting "fingertips," etc. for "whole body."
    e. At the last repeat, lower your voice so that it is very quiet and calming.

5. Ask children to close their eyes and listen to their own breathing.

6. Invite children to imagine they are resting on a soft pillow; they are warm and comfortable and peaceful.

7. Ask children to slowly open their eyes, stretch their arms high over their heads, reach up to touch a cloud in the sky. Stretch, stretch quietly; then put their hands in their laps.

# Session 6 My Family...Your Family

**Child Sign-In**

(See Session 1, Pages 41-42.)

**Free-Choice Activities**
(45 minutes)

EMERGENT CURRICULUM AND PROJECTS

1. Art Center
2. Block Center
3. Dramatic Play and Family Living (See the Appendix, Page 237, for a list of suggested multicultural props.)
4. Language and Literacy Center (See the Appendix, Page 240, for a list of suggested multicultural books for preschoolers.)
5. Manipulatives
6. Other:______________________________

OBJECTIVES BASED CURRICULUM

7. Puppet Theater Construction (See Session 6, Pages 89-90.)
8. Flannel Board: My Family...Your Family (See Session 6, Pages 91-94.)

**Break**
(15 minutes)

Clean-up
Bathroom and Handwashing

**Snack**
(20 minutes)

**Large Group**
(20 minutes)

1. Greeting Song (See the Appendix, Pages 244-245.)
2. Group Discussion: Family Posters - All Kinds of Families (See Session 6, Page 95.)
3. Select a large motor activity as a group (See Session 6, Page 96.)

**Large Motor Activity**
(20 minutes)

1. Outdoor free play and large motor activity, OR
2. Large motor activity selected by the group
3. Continue selected free choice activities, as needed.

**Break**
(10 minutes)

Bathroom and Handwashing

**Closing Group**
(20 minutes)

1. Relaxation exercise (See Session 5, Page 86.)
2. Reflections on the Session: (See the Introduction, Pages 29-30, for information on this part of Closing Group.)
3. Affirmations (See Session 1, Page 49.)

## Activity: Puppet Theater Construction

**Learning Objective**

To strengthen social skills through cooperative activity

**Group Size**

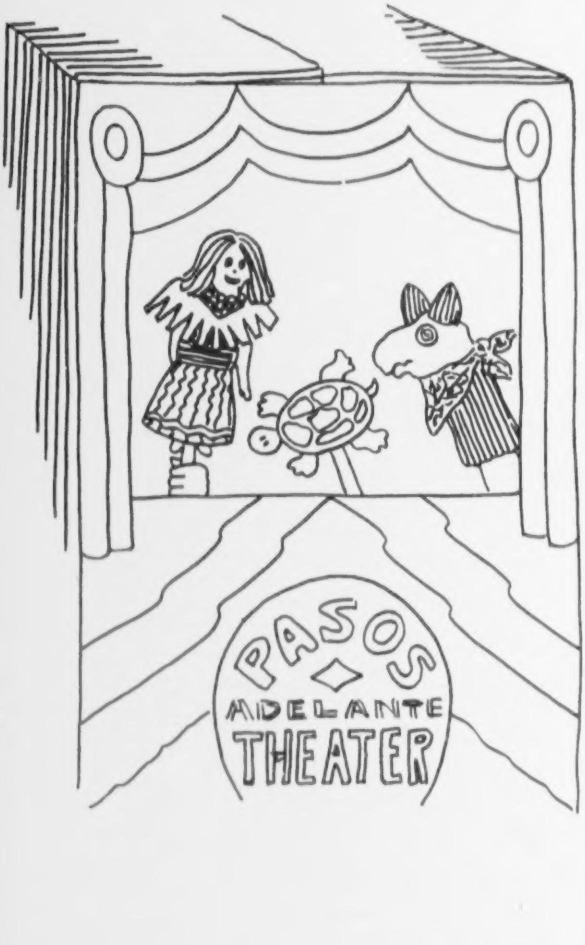
Small group

**Materials Needed**

- Large corrugated cardboard carton, such as an appliance carton, or a large sheet of corrugated cardboard which may be hung in a doorway or suspended from the ceiling in a corner of the room.
- Tempera paint in several colors
- Brushes
- Smocks
- Newspapers or plastic sheet to protect floor

**Suggested Procedure**

1. Cut an opening in the cardboard carton or sheet. The opening will serve as the puppet stage.



2. Cut an opening in the carton to use as an entrance.

3. Explain what the puppet theater is and invite children to volunteer to work in a small group to paint the theater. Encourage children to take turns so that each child who chooses can help.

4. Facilitate the children's decisions about color, who works on which part, turn-taking, when it is completed, clean-up tasks, etc.

5. Model and/or support the children's use of language and behavior for cooperative activity such as requesting a turn, entering the group, sharing materials and space. Model and support problem-solving; e.g., "Tina and Eduardo, what could you do so that you both can use the yellow paint?"

6. At group time, comment on how the children worked together, shared, cleaned-up.

# Activity: Puppet Theater Construction

**Suggested Procedure (continued)**

7. When the puppet theater is dry, set it up for puppet play with a variety of puppets. (See Session 7, Page 99, for making family puppets.

**Extension of the Activity**

1. The puppet theater can be used in other sessions for social play, problem-solving and language development relating to any of the curriculum themes.

## Activity: Flannel Board - My Family...Your Family

**Learning Objectives**

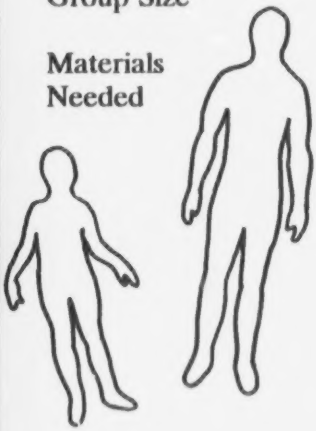
To strengthen coping skills through enhanced self-esteem and self-expression

To strengthen cultural appreciation

**Group Size**

Large group

**Materials Needed**



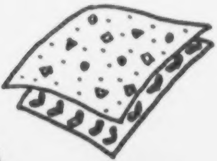
- Flannel board
- Photocopy patterns on skin tone paper and mount on lightweight cardboard. Or trace the patterns on skin-tone tagboard. Figure may be enlarged on a photocopies, if desired. Apply self-adhesive velcro spots to the back of each figure. Velcro will hold the figure on the flannel board.
- Patterns for family figuress (See Session 6, Pages 88-89.)
- Permanent markers (fine tip)
- Yarn in a variety of hair colors
- Fabric or construction paper scraps
- Glue and brushes or small dispenser bottles

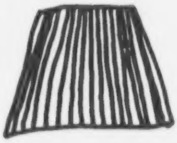
**Preparation**

1. Prepare copies of the family figures. Use permanent markers to fill in features. Use yarn to add hair and fabric or construction paper scraps to add clothing. Be sure to provide a variety of figures to represent family members of different sizes, genders, and ages.

**Suggested Procedure**

1. Introduce the adult and child flannel board figures. Include family members appropriate to families among the children in your group; e.g., mother, father, children of various ages, extended family members, friend (partner), etc.; single parent, blended, nuclear, multi-generational families, etc.
2. Invite children to discuss the concept of family, relationships and functions in the family. See the suggested process questions and add your own.
3. Utilize opportunities provided by the children's comments to validate diverse roles and responsibilities, ethnic-racial heritage, family composition.





**Suggested Process Questions**

1. Who lives in your family? Mom? Dad? Baby? Older brother Grandmother? etc.
2. Does everyone in your family live at your house?
3. What do you like about your family?

## Activity: Flannel Board - My Family...Your Family

**Suggested Process Questions (continued)**

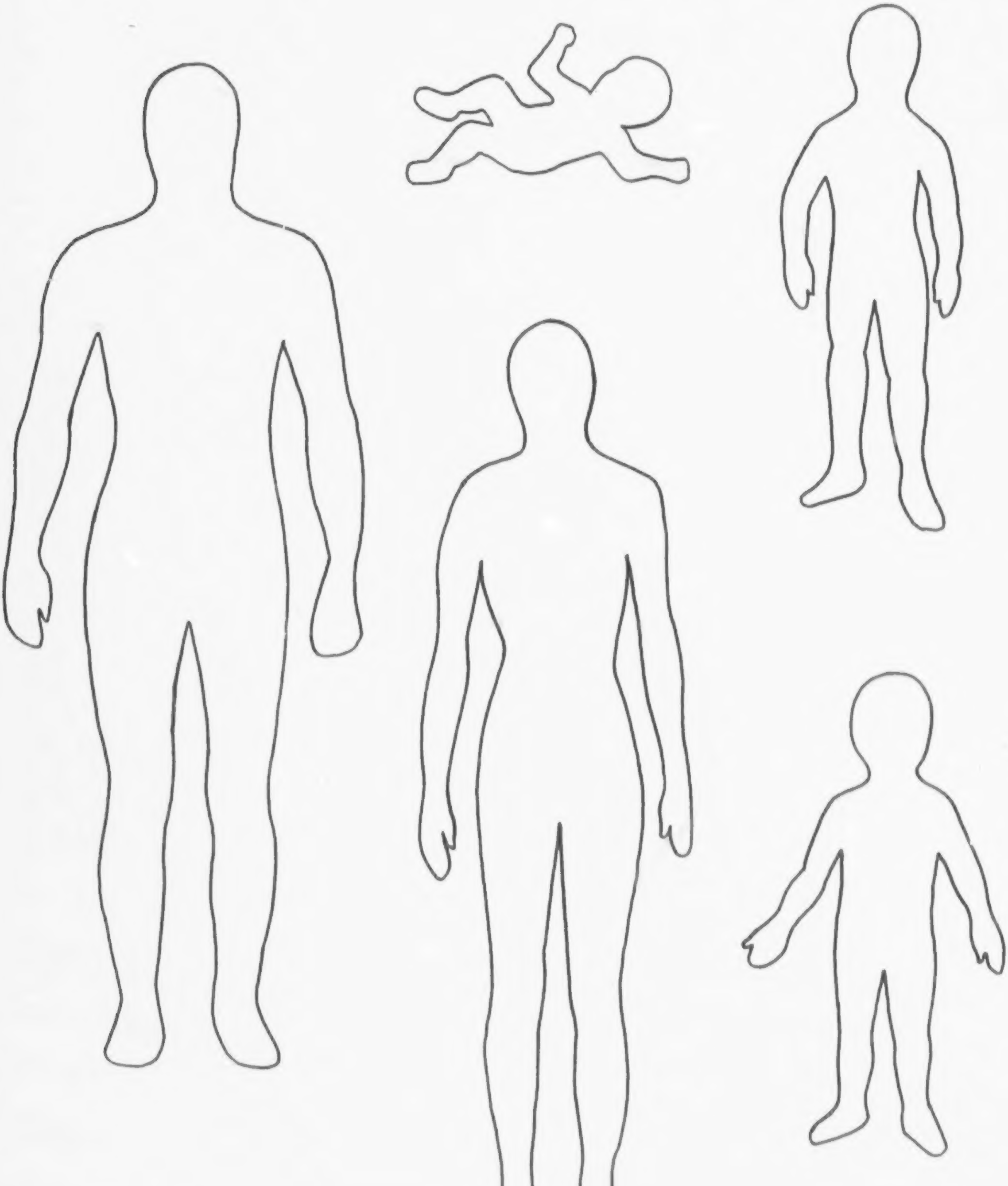
4. How do people in your family help each other? Who takes care of you when you're sick? Who makes breakfast? Who helps pick up toys? etc.

5. What does your family do together? Watch TV? Go to the park? Eat? Visit friends? Visit other people in your family?

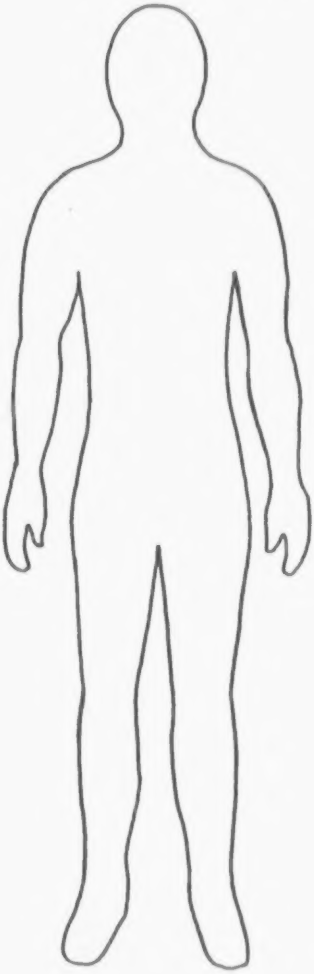
**Extension of the Activity**

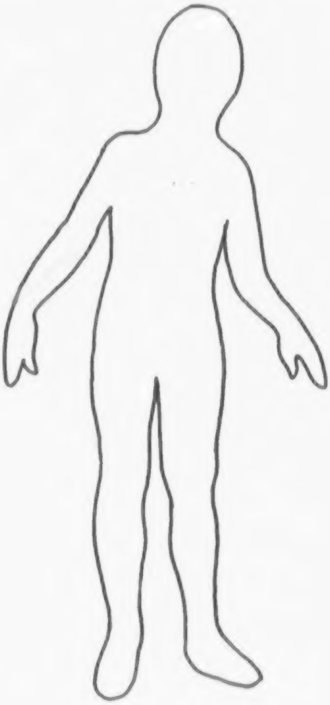
1. Allow children to use the flannel board and family figures for play during free choice activities.

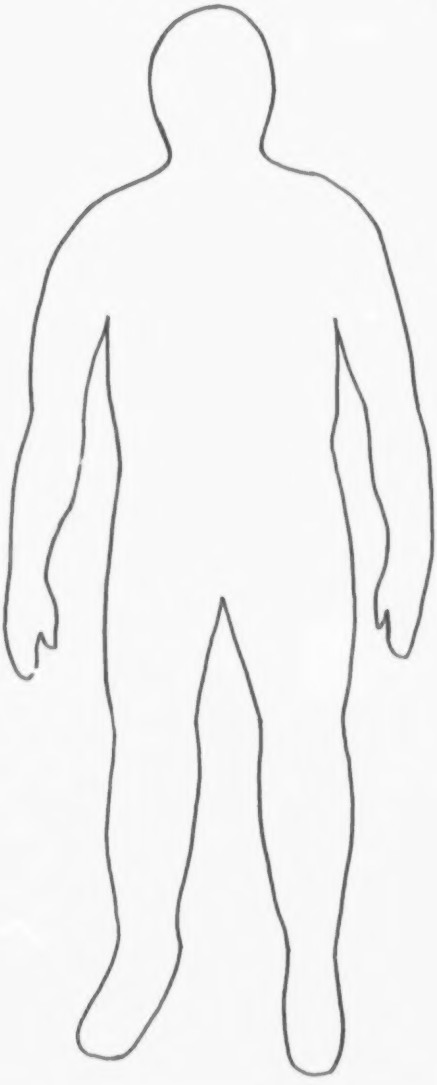
# Flannel Board Family Figures



# Flannel Board Family Figures







## Activity: Family Posters - All Kinds of Families

**Learning Objective**

To strengthen coping skills

**Group Size**

Whole group

**Materials Needed**

- Posters of a variety of types of families (See Lakeshore Catalog, Family Posters. Include families of different cultures/ethnicities, sizes, family types such as single parent male and female, extended and nuclear families. Be sure to include the types of families represented among the children in your group.)
- Optional: flannel board and family figures

**Suggested Procedure**

1. Use some of the posters to introduce the topic of families to children.

2. Facilitate a discussion of families with children. Use some of the suggested process questions below or develop your own. Follow the children's interests and incorporate their contributions to the discussion.

3. Draw upon children's comments and questions to develop the concept that everyone has a family but families are not all the same. All kinds of families are important and accepted. Use the flannel board and family figures if desired, to illustrate the families of children in the group.

**Extensions of the Activity**

1. Invite parents to provide photos of family members or baby pictures of children to share in class.

2. If you have a polaroid camera available, a family photo may be taken and posted on a "Families" bulletin board in the classroom. (Written permission to photograph program participants may be required. Be sure to check.)

**Suggested Process Questions**

1. Who is in your family? Mother? Father? Stepmother/father? Sisters? Brothers? Grandmother / Abuela? Grandfather / Abuelo? Aunts? Uncles? Tias/Tios? Cousins?

2. How are our families alike? Different?

## Activity: Select a Large Motor Activity

**Learning Objective**

To strengthen coping skills through group decision-making

**Group Size**

Whole group

**Materials Needed**

- "Buckle Your Seat Belt" Hap Palmer (See Session 2, Page 55.)
- "Everybody Clap Your Hands" (See Session 3, Page 62.)
- "Bear Hunt" (See Session 5, Page 80.)

**Suggested Procedure**

1. Assist the children to recall each of the above large motor activities.

2. Ask the children to raise their hand when you say the name of the one they most want to do. Ask them to raise their hands only once. Ask them to vote for the one they like best. Count the number of hands after each vote. Some children may raise their hands more than once. You may ignore this if you wish unless a group member points it out. If they do, restate the request to raise hands just once but resist making an issue of this. Some children in the group will understand how voting is used to make decisions; others may not yet.

3. Repeat the activity which the group selects.

# Session 7 My Family...Your Family

| | |
|---|---|
| **Child Sign-In** | (See Session 1, Pages 41-42.) |
| **Free-Choice Activities**<br>(45 minutes) | EMERGENT CURRICULUM AND PROJECTS<br>1. Art Center<br>2. Block Center<br>3. Dramatic Play and Family Living (See the Appendix, Page 237, for a list of suggested multicultural props.)<br>4. Language and Literacy Center (See the Appendix, Page 240, for a list of suggested multicultural books for preschoolers.)<br>5. Manipulatives<br>6. Other: Flannel Board & Family Figures (See Session 6, Page 92, Extension of the Activity, #1.)<br>OBJECTIVES-BASED CURRICULUM<br>8. Puppet Theater and Puppets (See Session 6, Page 90, Extension of the Activity, #1.)<br>9. My Family...Your Family Puppets (See Session 7, Page 99.) |
| **Break**<br>(15 minutes) | Clean-up<br>Bathroom and Handwashing |
| **Snack**<br>(20 minutes) | |
| **Large Group**<br>(20 minutes) | 1. Greeting Song (See the Appendix, Pages 244-245.)<br>2. Read a Story Aloud: *On Mother's Lap* by Ann Herbert Scott See Session 7, Page 100.) |
| **Large Motor Activity**<br>(20 minutes) | 1. Outdoor free play and large motor activity, OR<br>2. "We've Got the Whole World in Our Hands" (See Session 7, Page 101.)<br>3. Continue selected free choice activities, as needed |
| **Closing Group**<br>(20 minutes) | 1. Relaxation exercise (See Session 5, Page 86.)<br>2. Reflections on the Session (See the Introduction, Pages 29-30, for information on this part of Closing Group.)<br>3. Affirmations (See Session 1, Page 49.) |

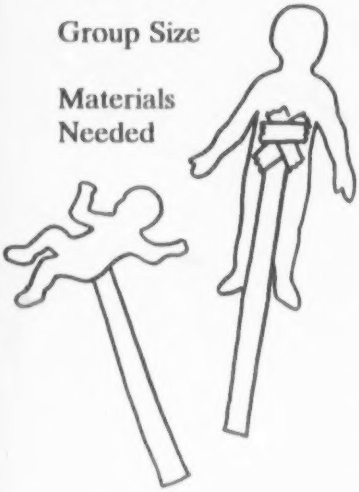
## Activity: My Family...Your Family Puppets

**Learning Objectives**

To strengthen small motor skills
To strengthen social skills through cooperative play

**Group Size**

Small group



**Materials Needed**

- Tagboard copies of the flannel board family figures in a variety of skin-tone colors (See Session 6, Pages 93-94). Figures may be enlarged on a copier, if desired. Make enough so that each child may represent as many members of their family as desired.
- Crayons, markers or colored pencils
- Children's scissors (optional)
- 1" x 12" corrugated cardboard strips, one for each puppet made, or 4-6 for each child
- Tape to fasten puppets to the cardboard strip
- Glue
- Scraps of fabric or construction paper to clothe puppets
- Yarn in appropriate hair colors

**Teacher Preparation**

1. Trace the patterns onto tagboard.

2. Optional: Teachers may cut out figures, if desired; otherwise, children may cut them out.

**Suggested Procedure**

1. Invite children to choose figures to represent members of their family.

2. Optional: Children may cut out the figures.

3. Children draw the faces, select and glue yarn for the hair, and fabric or construction paper clothing.

4. Mount each puppet with tape on a cardboard strip which will support it and provide a handle to hold the puppet.. Each figure may be labelled with its name.

5. Invite children to use these puppets in the puppet theater.

**Extension of the Activity**

1. Children may also use copies of the family figures to create a family portrait.

## Activity: Read a Story Aloud

**Learning Objectives**

To strengthen language skills
To strengthen coping skills
To strengthen cultural appreciation

**Group Size**

Whole group

**Materials Needed**

- *On Mother's Lap* by Ann Herbert Scott. Boston, Houghton Mifflin, 1992

**Suggested Procedure**

1. Read the story aloud.

2. Facilitate a discussion of the story with the children on the topic of "special" or nurturing adults. Draw upon children's questions, ideas, responses to the story to develop the discussion.

3. Use the illustrations and process questions to develop awareness of Michael's culture.

4. Use the suggested process questions below or create some of your own.

**Suggested Process Questions**

1. How do you think Michael feels when he is in his mother's lap?

2. Who in your family holds you (hugs you, etc.)?

3. How does Michael feel when baby wakes and mother goes to get baby?

4. When do you feel loved and safe? At grandmother's (tia's, tio's, etc.) house? When dad listens to you? etc.

5. What does Michael play with? Have you seen a doll like Michael's? Did you notice Michael's boots? Show the picture on the title page. Ask children what they see happening in the picture (sled, dogs, fisherman).

# Activity: "We've Got the Whole World in Our Hands"

**Learning Objective**

To strengthen large motor skills

**Group Size**

Whole group

**Materials Needed**

- "We've Got the Whole World in Our Hands," *All of Us Will Shine* cassette, Tickle Tune Typhoon, Seattle, WA 1986
- Cassette tape player

**Suggested Procedure**

1. Establish any limits or safety rules which are needed for free dance.

2. Play the song and invite the children to free dance to the music.

3. If children need encouragement to try this spontaneous self-expression, model some movements for them. Begin with clapping, swaying, foot-tapping, etc. Add others for large motor activity.

**Extension of the Activity**

1. Add verses of your own. Use the names of children in the group for these verses; e.g., "We've got Sarah and Toni in our hands..."

# Session 8 My Family...Your Family

| | |
|---|---|
| **Child Sign-In** | (See Session 1, Pages 41-42.) |
| **Free-Choice Activities**<br>(45 minutes) | EMERGENT CURRICULUM AND PROJECTS<br>1. Block Center<br>2. Dramatic Play and Family Living (See the Appendix, Page 237, for a list of suggested multicultural props.)<br>3. Language and Literacy Center (See the Appendix, Page 240, for a list of suggested multicultural books for preschoolers.)<br>4. Manipulatives<br>5. Flannel Board & Family Figures (See Session 6, Page 92, Extension of the Activity, #1.)<br>6. Other: ____________________<br>OBJECTIVES-BASED CURRICULUM<br>7. Puppet Theatre and Puppets (See Session 6, Page 90, Extensions of the Activity, #1.)<br>8. Eggshell and Confetti Art (See Session 8, Pages 105-106.) |
| **Break**<br>(15 minutes) | Clean-up<br>Bathroom and Handwashing |
| **Snack**<br>(20 minutes) | |
| **Large Group**<br>(20 minutes) | 1. Greeting song (See the Appendix, Pages 244-245.)<br>2. Read Aloud: "Fambly Time" (poem) from *Night on Neighborhood Street* by Eloise Greenfield (See Session 8, Page 107.)<br>3. Group Discussion: "What Can You Do With Your Family?" (See Session 8, Pages 108-113.) |
| **Large Motor Activity**<br>(20 minutes) | 1. Outdoor free play and large motor activity, OR<br>2. "We've Got the Whole World..." (See Session 7, Page 101.)<br>3. Continue selected free choice activities, as needed |
| **Break**<br>(10 minutes) | Bathroom and Handwashing |
| **Closing Group**<br>(20 minutes) | 1. Relaxation exercise (See Session 5, Page 86.)<br>2. Reflections on the Session (See the Introduction, Pages 29-30, for information on this part of Closing Group.)<br>3. Affirmations (See Session 1, Page 49.) |

## Activity: Eggshell & Confetti Art

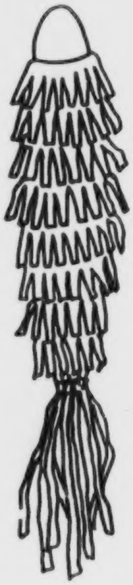
**Learning Objectives**

To strengthen cultural appreciation
To strengthen fine motor skills

**Group Size**

Individual or small group

**Materials Needed**

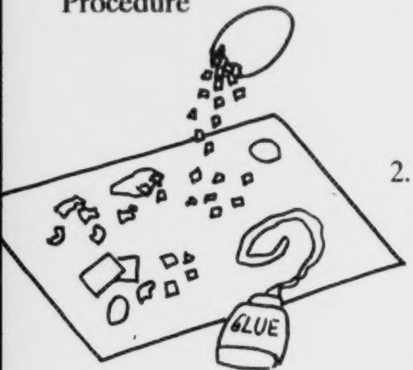


- A cascarone for demonstration
- An empty egg shell for demonstration
- Shells from 2 dozen eggs, broken into pieces and dyed several colors
- Confetti
- Glue
- Small dispensing bottles or brushes for the glue
- 5" x 8" pieces of cardboard (larger pieces may be used, if desired)
- *Family Pictures – Cuadros de Familia* by Carmen Lomas Garcia. San Francisco, Children's Book Press, 1990

**Preparation**

Dye the eggshells at least a day before the session. To dye them, place the broken eggshells in water to cover them. Add food coloring and stir. Allow to sit for several hours. For a darker color, add more food coloring and/or allow shells to sit longer in the colored water. Remove the dyed shells and spread them out to dry.

**Suggested Procedure**



1. Show the children a cascarone, the empty egg shell, confetti, etc. Also show them the dyed eggshells and confetti which they may use to create free art designs on the cardboard. Discuss how some families use cascarones for festive celebrations.

2. The book, *Family Pictures - Cuadros de Familia* includes paintings and text depicting family events remembered by the author from her childhood. Included are family celebrations such as a birthday party which children readily understand. The illustrations in the book may be used to stimulate a discussion. How do you celebrate your birthday? What other times does your family celebrate? What do you like best about celebrating? What special things are used?

3. Explain how to sprinkle or brush glue onto the cardboard. Invite the children to use the colored eggshells and confetti to create free art of their own.

## Activity: Eggshell & Confetti Art

**Extensions of the Activity**

1. Mount and display the children's creations on a bulletin board with the demonstration cascaron, pictures of family celebrations and information related to the Mexican-American traditional use of cascarones.

2. The concept underlying this activity is the use of culturally based materials for children's art. This specific activity may be expanded in many ways to incorporate materials from a variety of cultures; e.g.:

| | |
|---|---|
| Sand painting | Native American heritage |
| Clay | African heritage<br>Native American heritage<br>Chinese heritage |
| Fabric scraps | Multicultural depending on designs |

## Activity: Read a Story Aloud

**Learning Objectives**

To strengthen language development
To strengthen coping skills

**Group Size**

Whole group

**Materials Needed**

- Copy of the poem "Fambly Time" from *Night on Neighborhood Street* by Eloise Greenfield. N.Y., Dial, 1991
- Optional: Poem may be copied onto a chart tablet or a large sheet of paper and posted in the group area

**Suggested Procedure**

1. Introduce the poem to children in the group. Focus the introduction on how families spend time together. Invite and incorporate children's comments and experiences.

2. Allow for comments about family experiences which are not happy. Accept each child's experiences and validate perceptions and feelings; e.g., "So you were scared (happy, ashamed, etc.) when ____", or "At your house, birthday parties are______."

3. Ask the children to listen to this poem about how the Robinson family spends time together at the end of a busy day.

4. Continue discussion using the flannel board and pieces provided on Pages 108-113 of Session 8.

**Extension of the Activity**

1. Include all or some of the flannel board pieces from this activity in the Flannel Board Activity during "Free Choice Activities."

## Activity: Group Discussion - Family Activities

**Learning Objectives**

To strengthen coping skills
To strengthen language development

**Group Size**

Whole group

**Materials Needed**

- Flannel Board
- Pattern pieces (See Session 8, Pages 109-113.)
- Photocopies of patterns
- Lightweight cardboard
- Glue and brush
- Scissors
- Colored markers
- Self-adhesive velcro spots

**Teacher Preparation**

1. Photocopy the patterns.

2. Color each pattern piece as desired and glue onto lightweight cardboard.

3. Cut out the pieces. The pieces which are complicated to cut out may be cut in a circular shape, as though the object had a border.

4. Place a self-adhesive velcro spot on the back of each piece.

5. Optional: Add other pieces which you create to meet the needs of your group.

**Suggested Procedure**

1. Facilitate a discussion with the children on the topic of what family members can do together.

2. Incorporate children's comments and suggestions.

**Suggested Process Questions**

1. What does your family do at the end of a busy day?

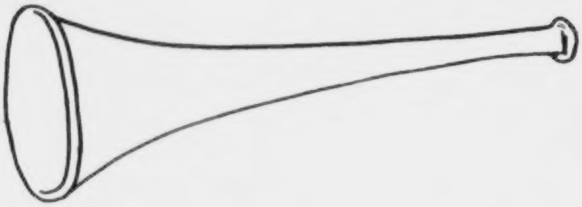
2. How do you and your family have fun? Relax and unwind? Get physical exercise?

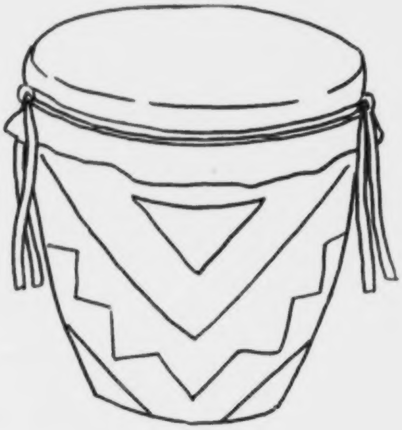
3. What does your family do to celebrate special times (birthdays, holidays, etc.)?

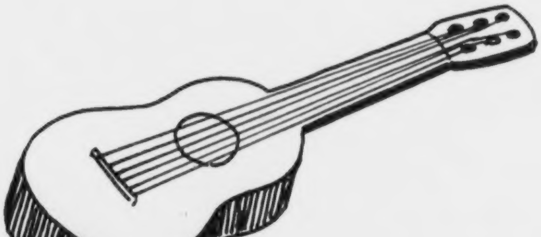
4. How can you take care of yourself when someone in your family is angry (sick, drunk, etc.)?

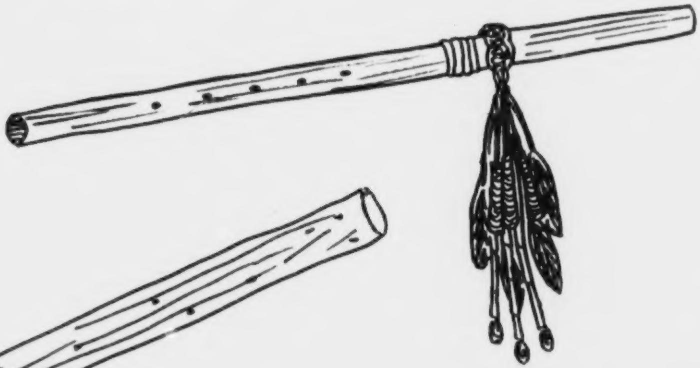
# Activity: Flannel Board Patterns

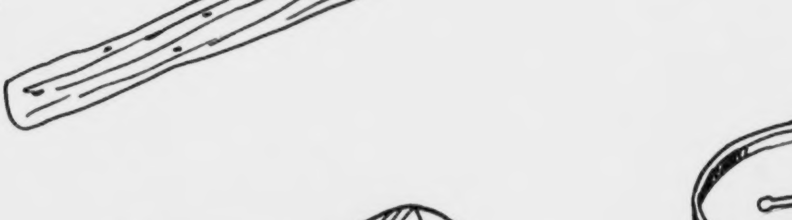
A. Music

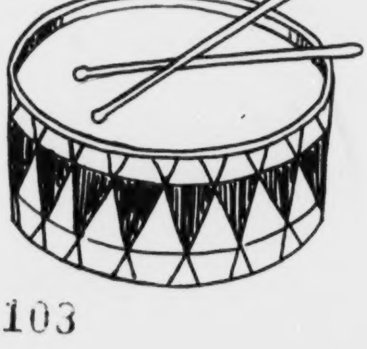


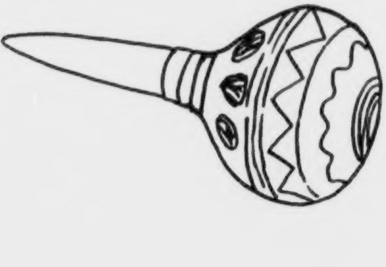






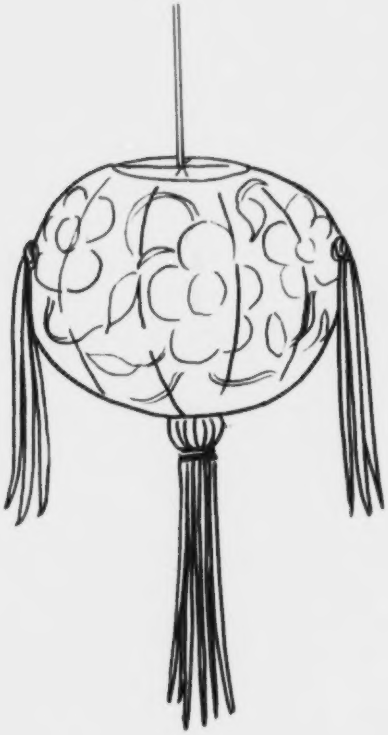


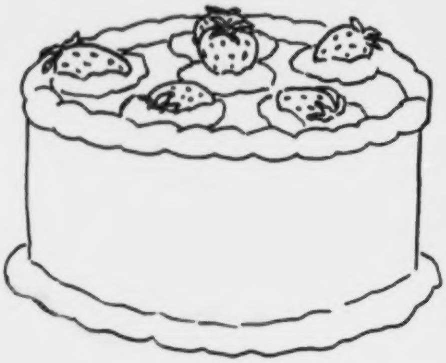


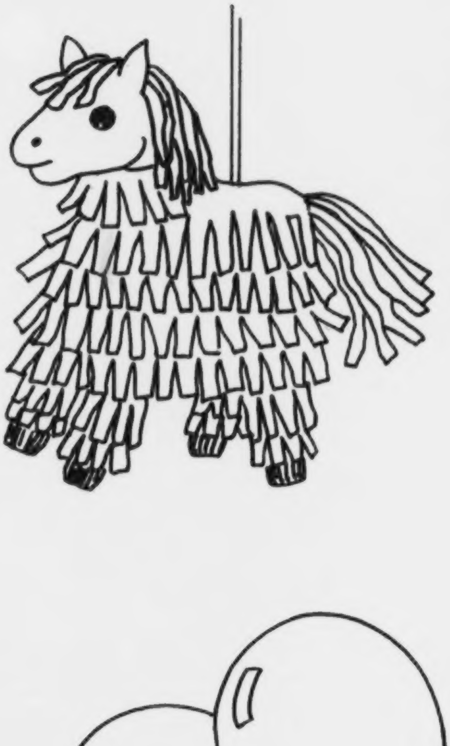


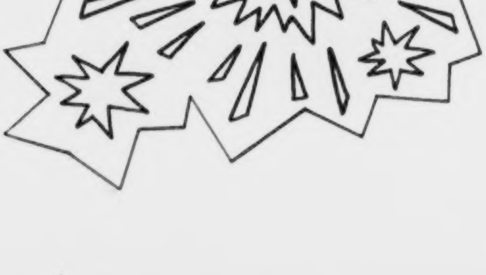
# Activity: Flannel Board Patterns

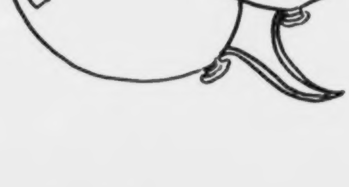
B. Parties, Family Celebrations





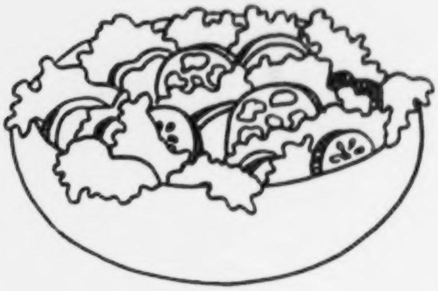


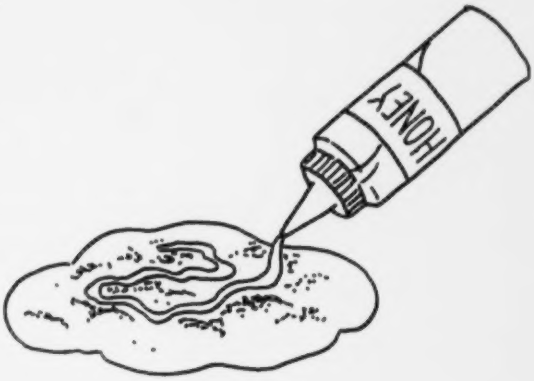


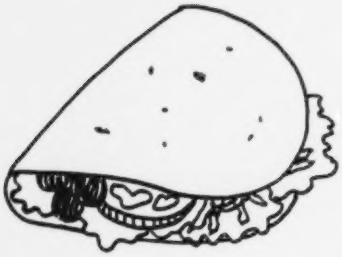


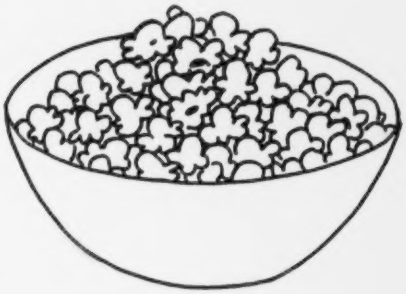
# Activity: Flannel Board Patterns

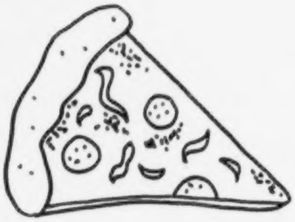
C. Creating Foods for the Family to Share

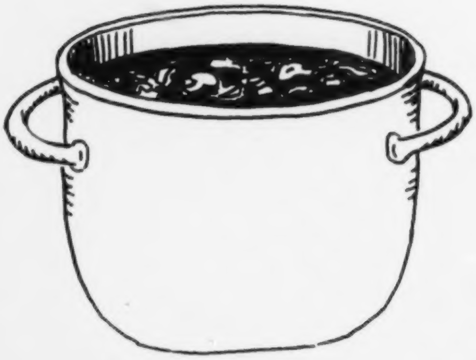


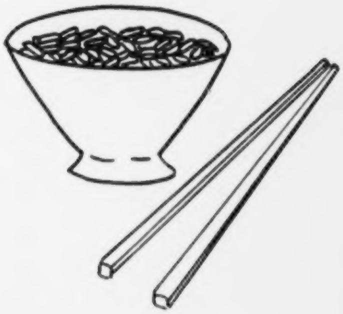






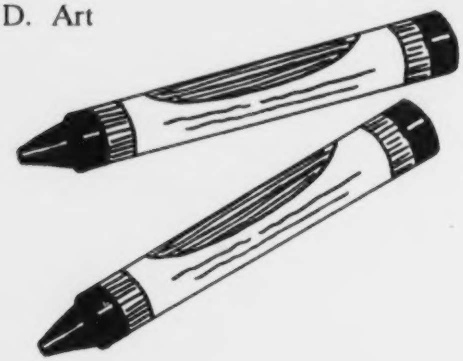


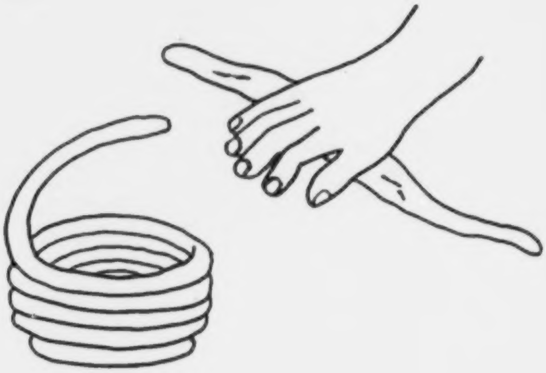


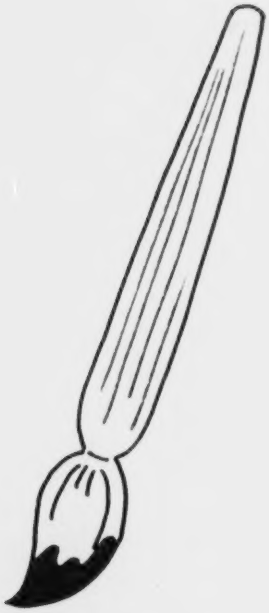


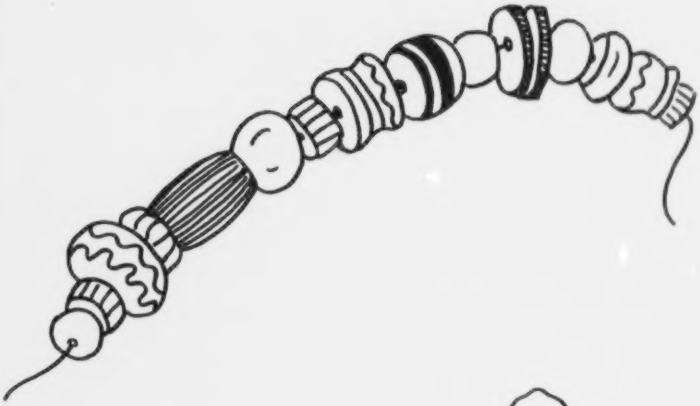
# Activity: Flannel Board Patterns

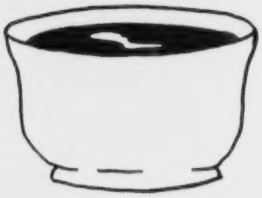
D. Art

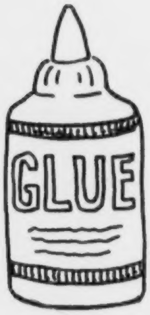


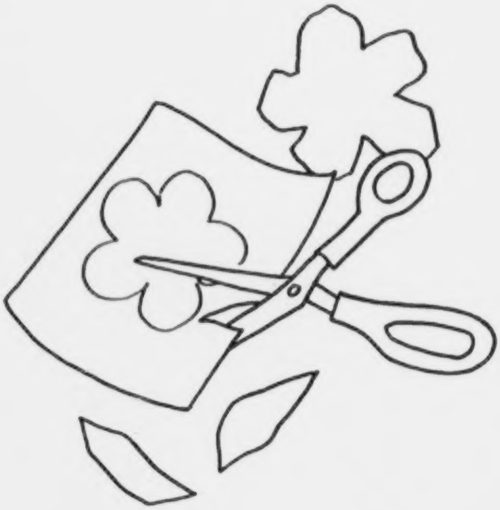






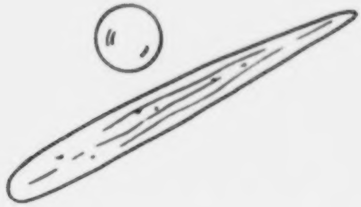


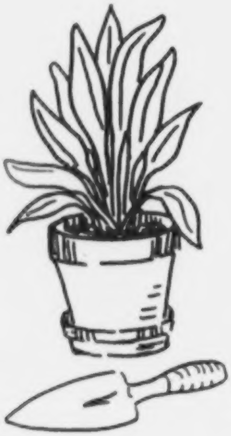


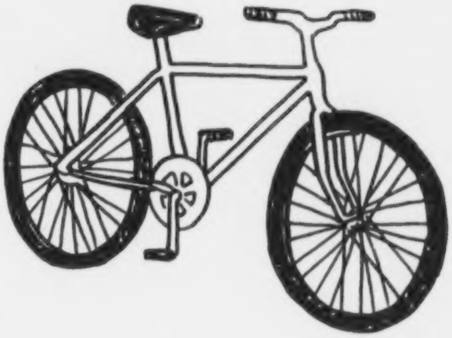


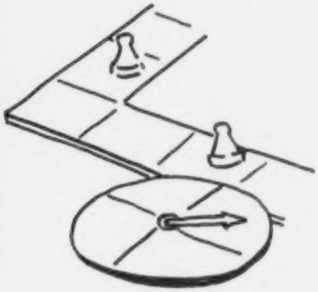
# Activity: Flannel Board Patterns

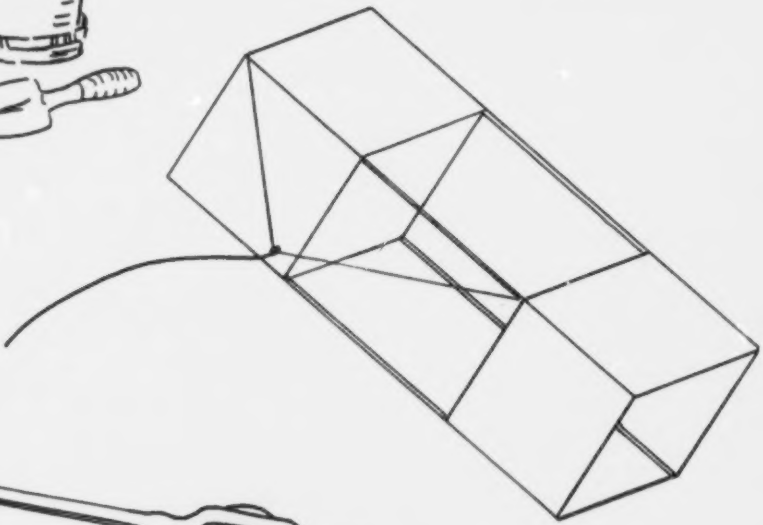
## E. Recreation

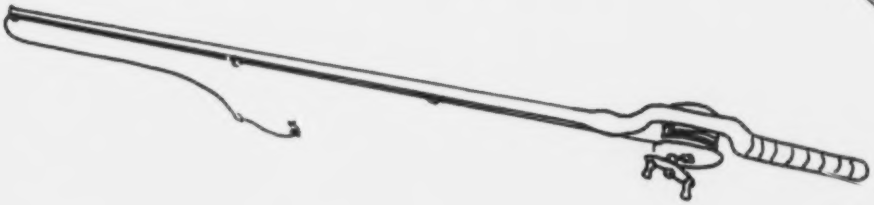


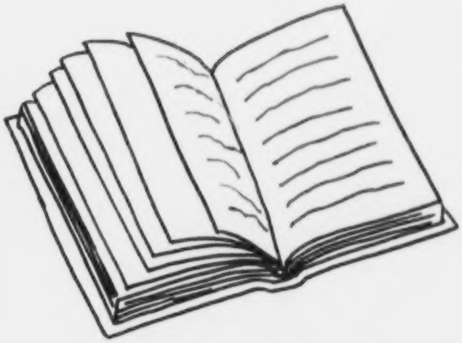


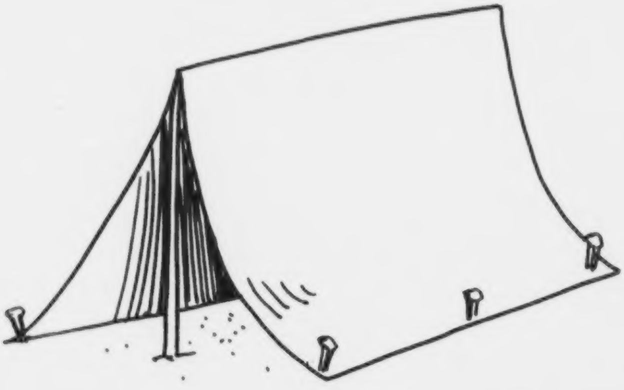












# Session 9 Everyone Has Feelings

**Child Sign-In**

(See Session 1, Pages 41-42.)

**Free-Choice Activities**
(45 minutes)

EMERGENT CURRICULUM AND PROJECTS

1. Art Center
2. Block Center
3. Dramatic Play and Family Living (See the Appendix, Page 237, for a list of suggested multicultural props.)
4. Language and Literacy Center (See the Appendix, Page 240, for a list of suggested multicultural books for preschoolers.)
5. Manipulatives
6. Other: ____________________________

OBJECTIVES-BASED CURRICULUM

7. Masks: What Do Feelings Look Like? (See Session 9, Page 117.)
8. Sand Table with Dinosaurs (See Session 9, Page 118.)

**Break**
(15 minutes)

Clean-up
Bathroom and Handwashing

**Snack**
(20 minutes)

**Large Group**
(20 minutes)

1. Greeting Song (See the Appendix, Pages 244-245.)
2. Read a Story Aloud: *Everybody Has Feelings/Todos Tenemos Sentimientos* by Charles Avery (See Session 9, Page 119.)
3. Prepare children for Parent/Child Activity which begins in Session 10 (See Session 9, Page 120.)

**Large Motor Activity**
(20 minutes)

1. Outdoor free play and large motor activity, OR
2. Singing, Clapping and Body Music (See Session 9, Page 121-122.)

**Break**
(10 minutes)

Bathroom and Handwashing

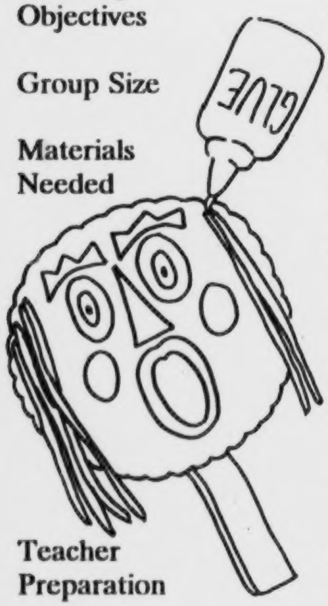
**Closing Group**
(20 minutes)

1. Relaxation exercise (See Session 5, Page 86.)
2. Reflections on the Session: (See the Introduction, Pages 29-30, for information on this part of Closing Group.)
3. Affirmations (See Session 1, Page 49.)

## Activity: Masks - What Do Feelings Look Like?

**Learning Objectives**

To strengthen coping skills
To strengthen fine motor skills



**Group Size**

Small group

**Materials Needed**

- White paper plates (enough for each child to use 2-3 plates)
- Colored markers, including skin tones
- Glue
- Tissue paper or yarn, in various hair colors, cut into short, medium, and long lengths
- Styrofoam strips about 8" - 12" long and 1" wide (cut from meat packaging trays) to use as handles
- Packaging tape
- Feelings poster, a book on feelings, or other pictures of children showing the four basic emotions: happy, sad, angry, scared
- Mirror

**Teacher Preparation**

1. To make the eyeholes, mark the points where holes are needed and push a pencil through the plate or cut with scissors.

**Suggested Procedure**

1. Introduce the concept of a mask to children. Encourage them to think about when they have worn a mask and how it changes their appearance.

2. Invite children to create a feelings face mask which shows how they are feeling today. Use the poster, book and mirror to help children recognize angry, sad, happy or scared faces.

3. When the glue on each mask is dry, attach a styrofoam strip to the back with packaging tape. This can be used as a handle.

4. Children may bring their masks to large group time in Session 10.

**Extension of the Activity**

1. Masks can be made of many different types of materials including paper, paper bags, cardboard, cardboard cartons or paper mache. Useful references are *Masks and Funny Faces* by Denny Robson, N.Y., Gloucester Press, 1991, and *Monster Masks and Disguises* by Frieda Gatos, Prentice Hall, 1979. Masks also have cultural significance around the world. Some parents in your group may be able to share their knowledge of the use and meaning of masks in their culture.

## Activity: Sand Table With Dinosaurs

**Learning Objective**

To strengthen social skills

**Group Size**

Small group

**Materials Needed**

- Sand table or other tub large enough for sand play
- Sand (enough to fill the container about 1/3-1/2 full)
- Plastic dinosaurs or wild animals
- Digging and molding tools such as spoons, scoops, plastic cups, individual jello molds, plastic storage containers, etc.

**Teacher Preparation**

1. Moisten the sand so that it can be molded or packed easily during play.

**Suggested Procedure**

1. Allow children to explore these materials and develop dramatic play.

2. Dramatic play with dinosaurs or wild animals may bring out themes of aggression, fear, protection, safety and nurture. Observe for these themes as children play. These observations will provide clues about feelings which are significant in children's daily lives.

**Extension of the Activity**

1. Children may create a forest, park, playground or other environment for the animals. Materials such as boxes, cardboard tubes, cardboard cut into tree shapes, may be painted and added to the sand table.

# Activity: Read a Story Aloud

**Learning Objective**

To strengthen language development and communication

**Group Size**

Large group

**Materials Needed**

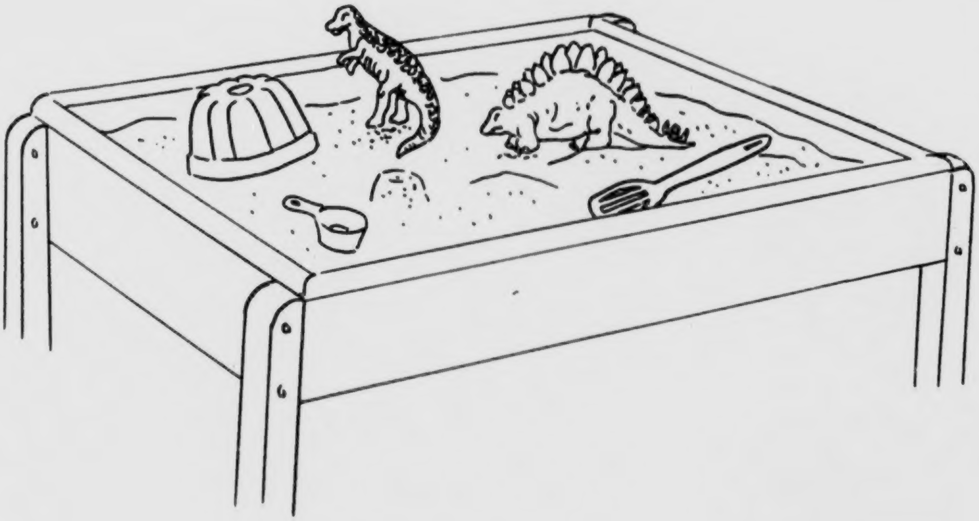
- *Everybody Has Feelings/Todos Tenemos Sentimientos* by Charles Avery. Seattle, WA, Open Hand Publishing, 1992

**Suggested Procedure**

1. Read the story aloud and facilitate a discussion of feelings with the children. Draw upon the children's experiences, ideas and comments to develop the discussion. Include discussion about differences in the ways that individuals express feelings, differences among families about what is acceptable, etc.

**Suggested Process Questions**

1. Look at the child's face in this picture. How do you think s/he is feeling? Why?
2. What does the child in the picture do with his/her eyes (mouth, forehead, lips, etc.) when s/he feels glad (angry, mad, etc.)?
3. What do you do when you feel_____? Does everyone show his/her feelings the same way?



## Activity: Parent/Child Activity Preparation

| | |
|---|---|
| **Learning Objective** | To strengthen social skills |
| **Group Size** | Large group |
| **Suggested Procedure** | 1. Introduce children to the Parent/Child activities which begin in Session 10. Explain that parents will come to the children's classroom to do an activity with the children. This is time which parents and children can spend together.<br>2. Select one of the Parent/Child Activities in Session 10 (See Session 10, Pages 130-132.) When preparing children for Parent/Child activities in subsequent sessions see Parent/Child activities in Sessions 12, 14, 16, 18, 20, and 22.<br>3. Invite children's questions and facilitate discussion of the visit. |
| **Suggested Process Questions** | 1. What will it be like to have your parents come into your classroom?<br>2. What can you do if you need help with the activity? |

## Activity: Singing, Clapping, and Body Music

**Learning Objectives**

To strengthen large motor skills
To strengthen cultural appreciation
To strengthen coping skills through appropriate self-expression

**Group Size**

Whole group

**Materials Needed**

- Cassette tapes of music such as:
  *All For Freedom*, Sweet Honey in the Rock. Redway, CA, Music for Little People, 1987
  *Looking Back and Looking Forward*, Ella Jenkins. Freeport, N.Y., Activity Records, 1981
  *All of Us Will Shine*, Song: "We've Got the Whole World in Our Hands." Seattle, WA. Tickle Tune Typhoon, 1987
  *Shake It to the One That You Love the Best*. El Sobrante, CA, Warren-Matlox, 1989
  (For sources of music tapes, see the Appendix, Page 245.)
- Tape recorder/player
- Large open space
- Optional: Provide a hula hoop for each child to define each person's space and give each child a concrete cue about how much space s/he may use during this activity.

**About Body Music**

1. "Body music" is an integral part of African song, chant and rhythm activities. Hand-clapping is one form of body music. Others might be thigh-slapping, stamping, toe-tapping, chest-thumping, whistling, humming, buzzing and other sounds made with the lips and mouth.

**Suggested Procedure**

1. Have the group form a large circle. Allow enough space between children for each person to move in place without bumping or hitting others. Or, use hula hoops as described.

2. Begin with a song which the group knows such as a song used for large motor activities in an earlier session. Incorporate hand clapping.

3. Other "body music" may be incorporated. Include movement which uses arms, legs and upper body motions such as hopping, swaying or waving arms.

4. Model and encourage improvisation. Incorporate feelings into the movement activity; e.g., "stamp your feet like you're mad,"

## Activity: Singing, Clapping and Body Music

**Suggested Procedure (continued)**

"slap your leg like you're sad," etc. If you are hesitant about how to proceed, listen to the cassette *All for Freedom*. "Kum Bah Yah", which is included in Session 7, is on that tape. Begin by using "Kum Bah Yah" as it is performed on the tape with yourself and the children joining in. Try other songs from the tape such as "Little Red Caboose." As your confidence grows, you may return to this activity in other sessions and add music, chant or poetry which the children enjoy.

5. End with a lullaby such as "Kum Ba Yah" from the tape *Shake It to the One That You Love the Best*. Improvise new verses such as "Someone's laughing, kum-ba-yah," (crying, shouting, etc.) Reduce the volume of the music, size of movements, etc. and close the activity gradually with quiet, soft sounds and stillness.

**Extension of the Activity**

1. Chants, raps, action rhymes or rhythmic poetry for children may be substituted for music. For appropriate selections, see:

   *The Entsy, Wentsy, Spider: Fingerplays and Action Rhymes* compiled by Joanna Cole and Stephanie Calmerson. N.Y. Mulberry Books, 1991. Selections which would work well would be "Apples," "The Hammer Song," "Two Fat Sausages," and others.

   *Shimmy Shake Earth Quake: Don't Forget to Dance Poems* collected and illustrated by Cynthia Jabar. Boston, Little, Brown and Co., 1992. Selections: "Fancy Dancer," and "Shimmy Shake It."

   *Singing Bee: A Collection of Favorite Children's Songs* compiled by Jane Hart. N.Y. Lothrop, Lee and Shepard, 1982. Selections: "El Coquito" and "Mexican Counting Song."

# Session 10

# Everyone Has Feelings

**Child Sign-In**

(See Session 1, Pages 41-42.)

**Free-Choice Activities**
(45 minutes)

EMERGENT CURRICULUM AND PROJECTS

1. Art Center
2. Block Center
3. Dramatic Play and Family Living (See the Appendix, Page 237, for a list of suggested multicultural props.)
4. Language and Literacy Center (See the Appendix, Page 240, for a list of suggested multicultural books for preschoolers.)
5. Manipulatives
6. Other: ______________________

OBJECTIVES-BASED CURRICULUM

7. Masks: What Do Feelings Look Like? (See Session 9, Page 117.)
8. Children's Big Book: Everyone Has Feelings (See Session 10, Pages 125-127.)

**Break**
(15 minutes)

Clean-up
Bathroom and Handwashing

**Snack**
(20 minutes)

**Large Group**
(20 minutes)

1. Greeting Song (See the Appendix, Pages 244-245.)
2. Review preparation for Parent/Child Activities with the children.
3. Feelings Face Masks (See Session 10, Pages 128-129.)

**Parent/Child Activity**
(25 minutes)

1. Shaving Cream Painting (See Session 10, Page 130.), OR
2. Expressing Feelings with Clay (See Session 10, Pages 131-132.)

**Break**
(10 minutes)

Bathroom and Handwashing

**Closing Group**
(15 minutes)

1. Reflections on the Session (See the Introduction, Pages 29-30, for information on this part of Closing Group.)
2. Affirmations (See Session 1, Page 49.)

# Activity: Children's Big Book - Everyone Has Feelings

**Learning Objectives**

To strengthen social skills through participation in a group project

**Group Size**

Individual or small group

**Materials Needed**

- *Feelings: A Picture Book of Emotions* by George Ancona or *other* book used in Session 9.
- An unbreakable acrylic mirror
- Copy (11" x 17") of the feelings book page "When I Feel.." for each child
- Colored markers, crayons or pencils, skin tone markers or crayons
- Marker for taking dictation
- Colored construction paper for covers and mounting each child's dictation
- Glue and brush
- Contact paper to protect the cover
- Hole punch
- Colored yarn or ribbon for fastening pages and cover together

**Suggested Procedure**

1. For this activity, use the book which was read to the children in Session 9. Stand the book up on the table where the activity will be done.

2. Invite children to look at the book with you. Encourage children to discuss the feelings pictured and what makes each child feel that way.

3. If you wish, use the mirror with children to explore how feelings are expressed in each person's face.

4. Invite each child to give dictation, color the border, and decorate the page. Allow each child to choose a colored sheet of construction paper. Assist the child in mounting his/her dictation on the construction paper.

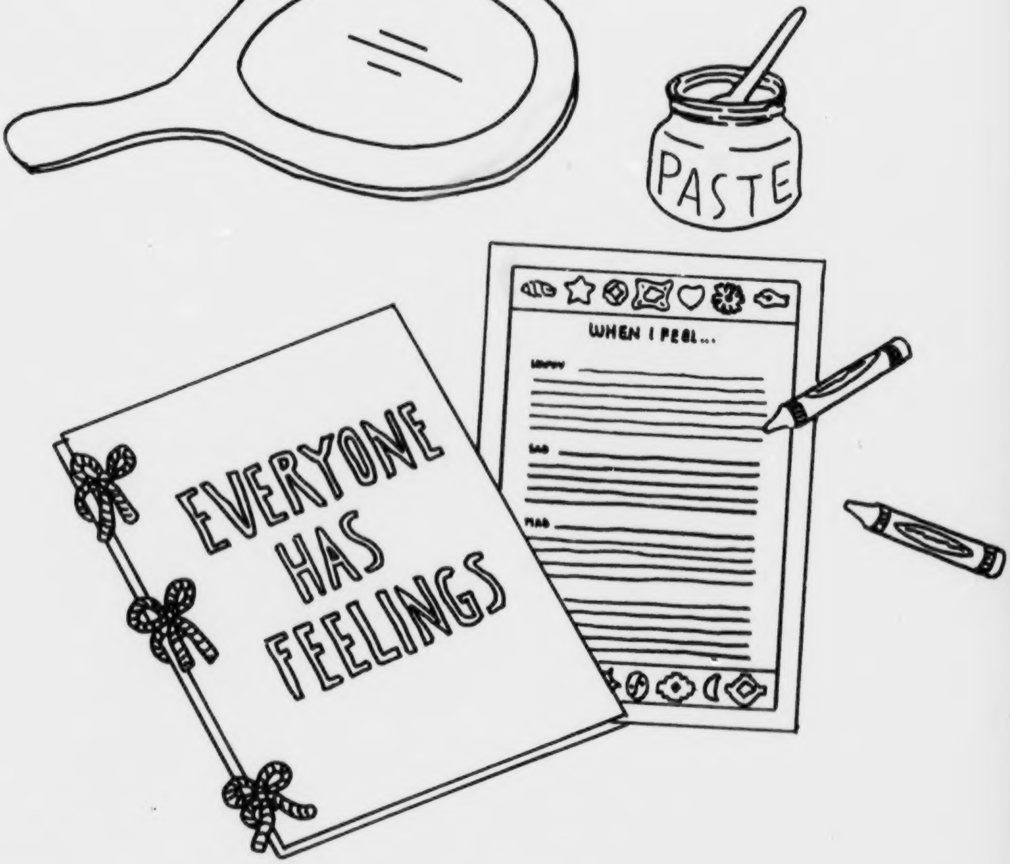
5. When the activity is completed in Session 11, punch holes at one edge of each child's page. Place between the covers and bind with colored yarn.

## Activity: Children's Big Book - Everyone Has Feelings

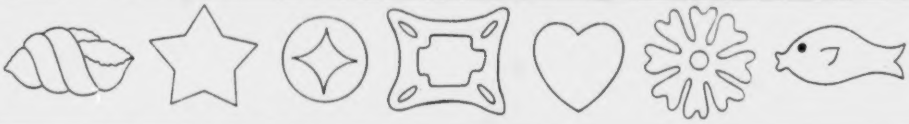
**Suggested Procedure (continued)**

6. Title the front cover of the book: "Everyone Has Feelings - Children's Big Book of Feelings" or select another title.

7. Read the book aloud during story time in Session 12.


PASTE
WHEN I FEEL...
EVERYONE HAS FEELINGS

## Everyone Has Feelings - Dictation Page



### WHEN I FEEL...

HAPPY________________________________

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SAD________________________________

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MAD________________________________

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SCARED________________________________

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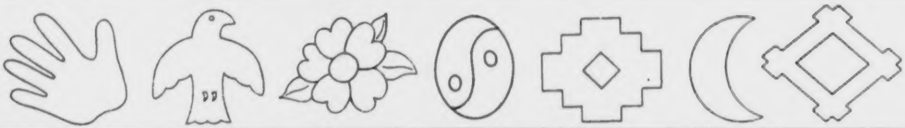


## Activity: Feelings Face Masks

(Adapted from *An Introduction to Wolf Trap Performing Arts Activities for Preschool Children*. Wolf Trap Institute for Early Learning Through the Arts. Vienna, Virginia.)

**Learning Objectives**

To strengthen language and communication skills

**Group Size**

Whole group

**Materials Needed**

- *Masks and Funny Faces* by Denny Robson. N.Y. Gloucester Press, 1991.
- Masks made by the children
- Paper bag or other large bag
- Mirror (acrylic or other nonbreakable material)

**Suggested Procedure**

1. Introduce this activity to children by talking about the masks that children have made. Invite children to show the masks they made and to talk about them.

2. Discuss why and how masks are used; e.g., Halloween masks, dressing up, pretending; masks for special occasions (such as Native American ceremonial dance). Use illustrations in the book as examples.

3. Use the suggested process questions to facilitate a discussion with children about how masks change appearances, pretending with masks, and the expression of feelings in faces.

4. Invite children to show different feelings on their faces.

5. Introduce the bag and talk about pretending that the bag is filled with masks which can show different feelings.

6. Demonstrate how you reach into the bag, select an imaginary mask, put it on, and let the imaginary mask show how you are feeling. Take the imaginary mask off and put it into the bag. Select another feelings mask, if you wish.

7. Invite volunteers to try this. Encourage each child to participate but do not require anyone to do so.

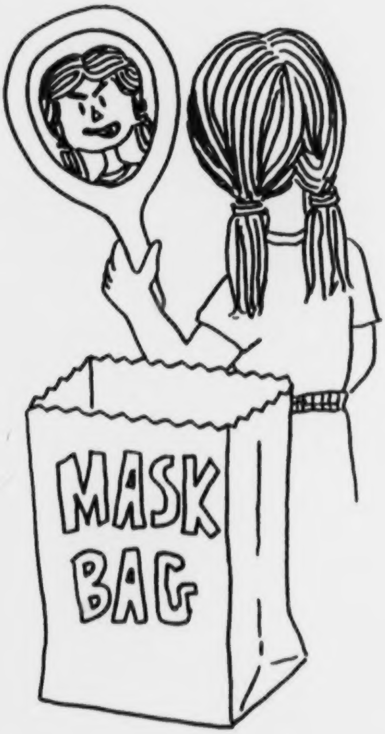
## Activity: Feelings Face Masks

**Suggested Process Questions**

1. Have you ever worn a mask? What did it feel like? How did you feel?
2. How do you feel when someone else puts on a mask (looks different)? Is it scary? Do masks look funny or happy? Sometimes? Mad?
3. When do you feel happy? Sad? Angry? Scared?
4. How does your face look when you are happy? Sad? Angry? Scared? (Ask children to show the group.)

**Extension of the Activity**

1. This activity may be repeated in subsequent sessions. As children are ready, additional feelings and vocabulary may be added; e.g., suprised, excited, ashamed, etc.



## Parent-Child Activity: Shaving Cream Painting

Learning Objectives

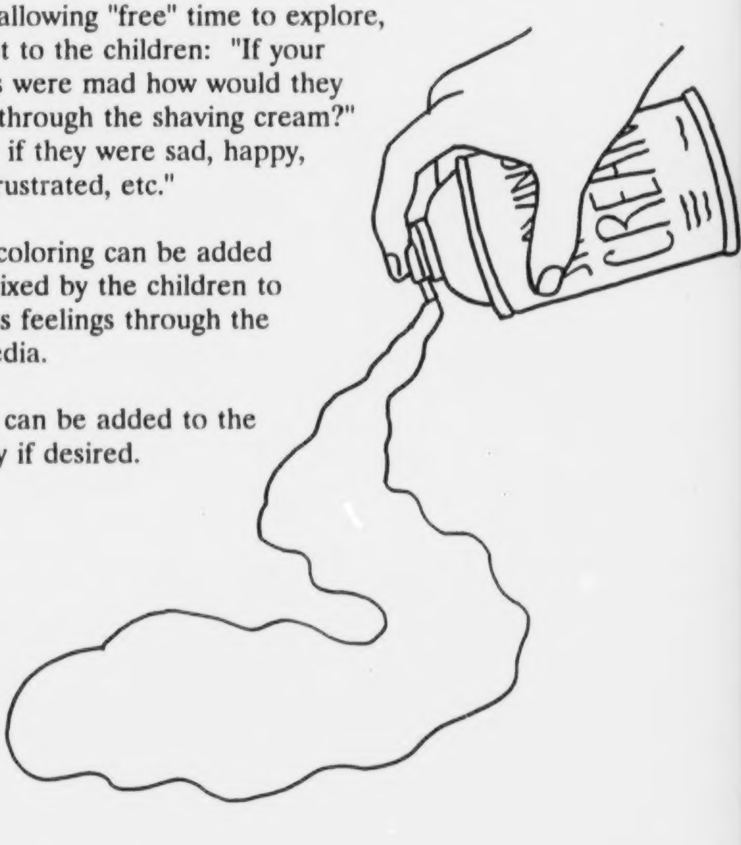
To strengthen coping skills

Materials Needed

- Non-menthol shaving cream for parents and children
- Food coloring
- Non-porous table surface
- Optional: Cassette tape recorder or record player. Cassettes or LP's of music which expresses a variety of moods such as *Hooked on Classics I and II.* U.S.A., K-Tel International, 1987.

Suggested Procedure

1. Provide table space for each parent and child. Parents usually want to do this activity along with their children.
2. Introduce the shaving cream and discuss how to use it safely. Model for parents appropriate limit-setting, language for limit-setting and ways to approach safe use of materials with children. Talk about the smell, texture and feel of the shaving cream.
3. After allowing "free" time to explore, suggest to the children: "If your fingers were mad how would they move through the shaving cream?" "What if they were sad, happy, silly, frustrated, etc."
4. Food coloring can be added and mixed by the children to express feelings through the art media.
5. Music can be added to the activity if desired.



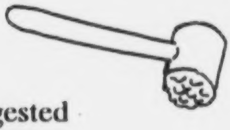
# Parent-Child Activity: Expressing Feelings With Clay

**Learning Objective**

To strengthen coping skills through constructive self-expression

**Materials Needed**

- Clay: You will need a sufficient amount for each person in the group to have enough clay to roll, pound, and shape. Approximately one heaping cup or an adult-size handful would be sufficient for each person.
- Air-drying Clay will work well for this activity. It can be purchased wet or dry. If purchased in dry form, mix the clay ahead of time. Because it is dusty and somewhat difficult to mix, it is not a good idea for parents or children to mix the clay themselves. It may be worthwhile to you to purchase the clay in wet form (already mixed and ready to use).
- Tools for shaping clay and creating texture: plastic knives, rolling pins, or a piece of dowel rod as a rolling pin, potato mashers, garlic press, etc.
- Table space for each person
- Paint and brushes (optional)



**Suggested Procedure**

1. Invite parents and children to explore the clay with their hands. Suggest that they try rolling, smashing, pounding, squeezing, pinching, smoothing, etc. Ask them to think about the feelings they can express while working with the clay, e.g., "squeeze the clay..squeeze it hard..think about how you feel..smooth the clay.." etc.

2. Once they have explored the clay with their hands, offer a variety of tools for further exploration.
3. Allow individuals to use the clay for exploration and "play" or to create an object which expresses a feeling for them.
4. Before ending the parent/child activity, invite volunteers to share how it felt to use the clay and what feelings could be expressed.

**Extensions of the Activity**

1. The clay may be kept and used again. It should be stored in air-tight containers such as a plastic tub with a snap on lid. It may be wrapped in a damp cloth and put in a sealed plastic bag.

## Parent-Child Activity: Expressing Feelings With Clay

**Extensions of the Activity (continued)**

2. Parents and children may want to take a chunk of clay home to use. Clay may be put into ziplock plastic bags to take home.

3. Objects made from the clay may be air-dried and painted. (Note: The clay is somewhat fragile when dried and may crack if drying occurs too quickly. Drying can be slowed by covered objects loosely with plastic wrap).

# Session 11 Everyone Has Feelings

| | |
|---|---|
| **Child Sign-In** | (See Session 1, Pages 41-42.) |
| **Free-Choice Activities**<br>(45 minutes) | EMERGENT CURRICULUM AND PROJECTS<br>1. Art Center<br>2. Block Center<br>3. Dramatic Play and Family Living (See the Appendix, Page 237, for a list of suggested multicultural props.)<br>4. Language and Literacy Center (See the Appendix, Page 240, for a list of suggested multicultural books for preschoolers.)<br>5. Manipulatives<br>6. Other: ____________________<br>OBJECTIVES-BASED CURRICULUM<br>7. Children's Big Book: Everyone Has Feelings (See Session 10, Pages 125-127.)<br>8. Drums Express Feelings in Sound (See Session 11, Pages 135-136.) |
| **Break**<br>(15 minutes) | Clean-up<br>Bathroom and Handwashing |
| **Snack**<br>(20 minutes) | |
| **Large Group**<br>(20 minutes) | 1. Greeting Song (See the Appendix, Pages 244-245.)<br>2. Read a Story Aloud: *Sam* by Anne H. Scott (See Session 11, Page 137.) |
| **Large Motor Activity**<br>(20 minutes) | 1. Outdoor free play and large motor activity OR<br>2. Singing, Clapping and Body Music (See Session 9, Pages 121-122.) |
| **Break**<br>(10 minutes) | Bathroom and Handwashing |
| **Closing Group**<br>(20 minutes) | 1. Prepare children for visiting artist (See Session 11, Page 138.)<br>2. Reflections on the Session (See the Introduction, Pages 29-30, for information on this part of Closing Group.)<br>3. Affirmations (See Session 1, Page 49.) |

## Activity: Drums Express Feelings In Sound

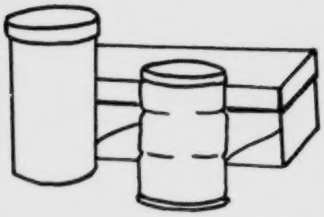
**Learning Objectives**

To strengthen cultural appreciation
To strengthen fine motor skills

**Group Size**

Small group

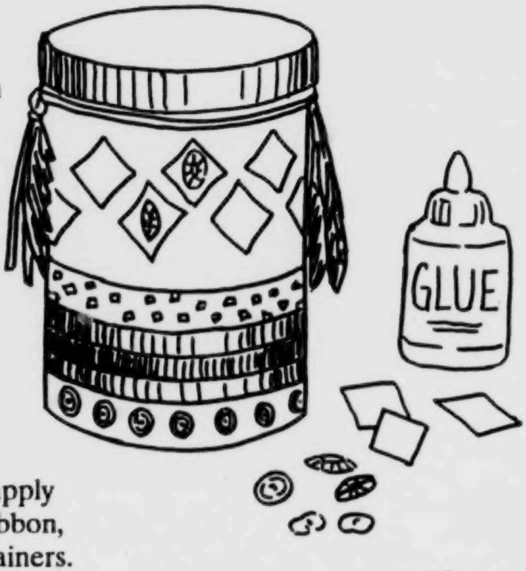
**Materials Needed**

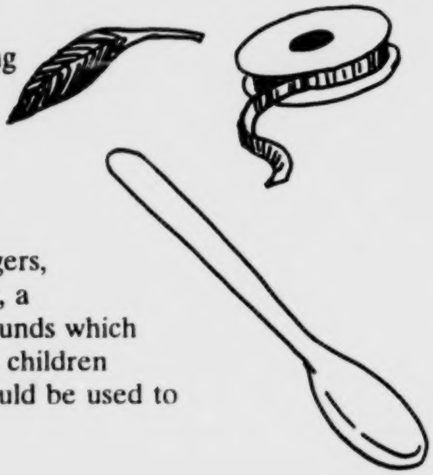


- Coffee tins with lids, oatmeal boxes, rectangular boxes, or other containers of different sizes and shapes suitable for drums. Drums may be made from many materials in various shapes: cylinders, bowl shaped, oblong, hour-glass, deep or shallow, long or short, etc.
- Scraps of fabric, tissue paper, gift wrap, construction paper, ribbon, feathers, etc., to decorate containers
- Glue and brushes
- A small drum (optional)

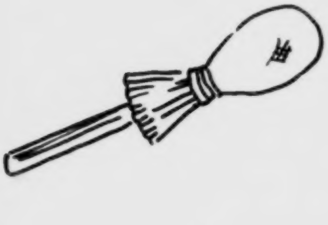
**Suggested Procedure**

1. Use the small drum or an empty container to demonstrate for children how a drum is used and how it sounds. Explain that drums can be made in different sizes, shapes, colors, etc.
2. Invite the children to create their own drums with materials in the center. Use the glue to apply scraps of fabric, paper, ribbon, feathers, etc., to the containers.
3. Allow the glue to dry before using the drums.





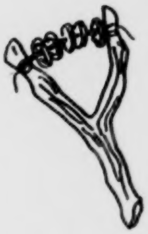
**Extensions of the Activity**



1. Experiment with the sounds made by a variety of different objects used to strike the drum. A dowel rod, wooden spoon, fingers, a stick wrapped with an old sock, a pastry brush, etc. Discuss the sounds which the children like best. Invite the children to think of other things which could be used to make a sound on the drum.

## Activity: Drums Express Feelings In Sound

**Extensions of the Activity**



2. Experiment with the sound of different size drums, e.g.; plastic bowls, a wash tub or a trash can turned upside down, etc.

3. Make other percussion instruments such as;

   - shakers or maracas
   - rattles made from seed pods or pebbles in a small box
   - stamping sticks made from decorated paper towel rolls which may be struck against the floor or the palm of the hand
   - clappers made from two sticks which are struck together
   - sistrums which are made by stringing buttons, beads or washers on a string tied to a forked stick

4. Play the drums children have made. Use the song "Kaluba, Beat the Drum" from Ella Jenkins, *I Know the Colors of the Rainbow* (Side A, #5). Freeport, N.Y., Educational Activities, 1981. Experiment with the expression of feelings such as excitment, anger, peacefulness, sadness.

5. Have a parade with drums. Read *Parade* by Donald Crews, N.Y., Greenwillow Books, 1983.

## Activity: Read a Story Aloud

| | |
|---|---|
| Learning Objective | To strengthen language and communication skills |
| Group Size | Whole group |
| Materials Needed | • *Sam* by Anne H. Scott. N.Y., Putman, 1992 |
| Suggested Procedure | 1. Read a story aloud and facilitate a discussion with the children. Draw upon the children's experiences, comments, ideas and responses to the story to develop the discussions.<br>2. Use the suggested process questions below or develop your own questions to encourage discussion. |
| Suggested Process Questions | 1. How do you think Sam was feeling?<br>2. Have you ever felt like Sam did? What happened?<br>3. When you feel sad (angry, lonely, etc.), what can you do? |

## Activity: Preparation for a Visiting Artist

**Learning Objective**

To strengthen social skills

**Group Size**

Whole group

**Materials Needed**

- None

**Suggested Procedure**

1. Introduce the activity, "Visiting Artist" which will occur in Session 12 (See Session 12, Pages 141-142.)
2. Explain what will be happening and that the children's parents will be present for the activity.
3. Hold a short discussion with the children about expected behavior; e.g., sitting so that everyone can see, talking and listening, turn-taking. Ask the children for their suggestions; e.g., "what can we do to be sure that everyone can see?" etc.
4. Review again during group time in Session 12.

# Session 12 Everyone Has Feelings

| | |
|---|---|
| **Child Sign-In** | (See Session 1, Pages 41-42.) |
| **Free-Choice Activities**<br>(45 minutes) | EMERGENT CURRICULUM AND PROJECTS<br>1. Art Center<br>2. Block Center<br>3. Dramatic Play and Family Living (See the Appendix, Page 237, for a list of suggested multicultural props.)<br>4. Language and Literacy Center (See the Appendix, Page 240, for a list of suggested multicultural books for preschoolers.)<br>5. Manipulatives<br>6. Other:________________________<br>OBJECTIVES-BASED CURRICULUM<br>7. Drums Express Feelings in Sound (See Session 11, Pages 135-136.)<br>8. Sandtable with Dinosaurs (See Session 9, Page 118.) |
| **Break**<br>(15 minutes) | Clean-up<br>Bathroom and Handwashing |
| **Snack**<br>(20 minutes) | |
| **Large Group**<br>(20 minutes) | 1. Greeting Song (See the Appendix, Pages 244-245.)<br>2. Read a Story Aloud: Children's Big Book: Everyone Has Feelings (See Session 10, Pages 125-126.)<br>3. Review preparation for Parent/Child Activity: Visiting Artist (See Session 11, Page 138.) |
| **Parent/Child Activity**<br>(25 minutes) | 1. Visiting Artist (See Session 12, Page 141-142.) |
| **Break**<br>(10 minutes) | Bathroom and Handwashing |
| **Closing Group**<br>(15 minutes) | 1. Relaxation Exercise (See Session 5, Page 86.)<br>2. Reflections on the Session (See the Introduction, Pages 29-30, for more information on this part of Closing Group.)<br>3. Affirmations (See Session 1, Page 49.) |

## Parent-Child Activity: Visiting Artist

**Learning Objective**

To strengthen social skills

**Group Size**

Whole group

**Advance Planning**

1. Planning for this activity will need to begin well in advance of the session. Explore the resources in your community and utilize what is available. Some possibilities to explore are: African-American musicians with drumming or percussion skills; school band teachers with access to percussion instruments; symphony percussionists if your community supports an orchestra; a folksinger; a gospel singer; mariachis; a folk dancer. Amateur as well as professional musicians may be very skillful and able to work with your group. Perhaps a parent in your group has musical talents to share. Parents may also be able to help identify resource people in your community.

2. It is important to determine if your visiting artist has experience with preschoolers. If not, you will need to guide the artist so that the visit is interactive, appropriate in length and allows for the attention span and activity level of your group of children. It is helpful to establish with the visitor that children will want to touch, feel, try out, etc., and determine how best to plan for this.

3. It is also important to explore with the artist ways in which s/he may present the concept of expressing feelings in rhythm and sounds.

4. Because group times come before and after this event, it is a good idea to plan for a portion of this visit to involve activity for the children. Some examples would be movement to sound/rhythm/music, use of rhythm instruments, use of the drums the children made, etc.

5. Other things to consider:

   - Space needed
   - Time to set up and take down equipment
   - Asking the artist to incorporate songs, rhymes, raps or finger-plays your group of children has learned

## Parent-Child Activity: Visiting Artist

**Advance Planning (continued)**

6. Coordinate with the parent group leader. Let parents know what is planned and involve them in planning where possible.

**Suggested Procedure**

1. Prepare children for the activity in previous sessions.
2. It is helpful if all program staff who work with families facilitate this event.

# Session 13 Friends Can Be Alike & Different

| | |
|---|---|
| **Child Sign-In** | (See Session 1, Pages 41-42.) |
| **Free-Choice Activities**<br>(45 minutes) | EMERGENT CURRICULUM AND PROJECTS<br>1. Art Center<br>2. Block Center<br>3. Dramatic Play and Family Living (See the Appendix, Page 237, for a list of suggested multicultural props.)<br>4. Language and Literacy Center (See the Appendix, Page 240, for a list of suggested multicultural books for preschoolers.)<br>5. Manipulatives<br>6. Other:__________________________<br>OBJECTIVES-BASED CURRICULUM<br>7. Body Tracing Mural: Friends are Alike and Different (See Session 13, Pages 145-146.)<br>8. "Me" Dolls and "Friend" Dolls (See Session 13, Pages 147-148.) |
| **Break**<br>(15 minutes) | Clean-Up<br>Bathroom and Handwashing |
| **Snack**<br>(20 minutes) | |
| **Large Group**<br>(20 minutes) | 1. Greeting Song (See the Appendix, Pages 244-245.)<br>2. Read a Story Aloud: *Amigo Means Friend* by Louise Everett (See Session 13, Page 149.) |
| **Large Motor Activity**<br>(20 minutes) | 1. Outdoor free play and large motor activity, OR<br>2. Musical Game: The Puppy Song (See Session 13, Page 150.)<br>3. Continue selected free choice activities, as needed |
| **Break**<br>(10 minutes) | Bathroom and Handwashing |
| **Closing Group**<br>(20 minutes) | 1. Relaxation exercise (See Session 13, Pages 151-152.)<br>2. Reflections on the Session: (See the Introduction, Pages 29-30, for information on this part of Closing Group.)<br>3. Affirmations (See Session 1, Page 49.) |

# Activity: Body Tracing Mural
# Friends Are Alike & Different

**Learning Objectives**

To strengthen social skills
To strengthen cultural appreciation

**Group Size**

Individuals or pairs with opportunity for each child to do a body tracing

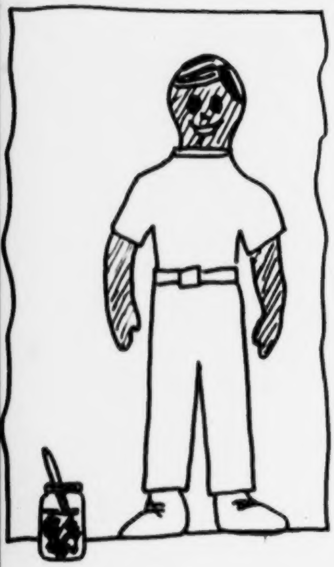
**Materials Needed**

- One long sheet of butcher paper for a mural of body tracings for all children
- A broad tip marker for outlining
- Scissors - one pair for adult use; several children's safety scissors
- Skin-tone tempera paints
- A variety of colored tempera for hair colors and clothing
- Newspapers or other floor covering
- Brushes
- Colored markers or tempera for facial features

**Suggested Procedure**

1. Hang the large sheet of butcher paper on a wall or place it on a large area of floor space.

2. Before you begin body tracing, explain the process to each child.



3. If the paper is hung on the wall, ask the child to stand close to the sheet of butcher paper while you trace his/her outline. If the paper is spread on the floor, the child will need to lie down. Five-year-olds may be able to help each other make their body tracings.

4. Show each child the skin-tone tempera paints and encourage the child to select a color which looks like her/him for the face, legs, arms, etc., of the body tracing. Use this opportunity to point out that all skin has color. Some is lighter and some is darker in color.

5. Invite the child to paint her/his hair and clothing and to add facial features with markers or paint.

6. Children may add their names or personal script to their representation, or an adult may add them. If an adult writes the child's name, ask the child where to write his or her name.

## Activity: Body Tracing Mural
## Friends Are Alike & Different

**Suggested Procedure (continued)**

7. Hang the mural in the classroom or in a hallway.

8. Title the mural "Friends Are Alike and Different."

**Extensions of the Activity**

1. At group time or as a transition activity, invite the children to identify some ways in which members of the class are alike and different; e.g.,

   Everyone has eyes. Eyes are not all the same color. We can all use our eyes to look at things.

   or

   Some people have black hair. Other people have yellow hair. Everyone can wash and comb his/her hair.

   or

   Everyone's skin has color. Some is lighter and some is darker.

   or

   Some of us are girls. Some of us are boys.

2. Invite children to share what they like about being part of the group.

## Activity: Dolls - "Me" Dolls & "Friend" Dolls

**Learning Objectives**

To strengthen coping skills through enhanced self-esteem and self-awareness
To strengthen small motor skills

**Group Size**

Small group or individual

**Materials Needed**

- Doll shapes cut from skin-tone tagboard (See Session 6, Pages 93-94, for a choice of patterns. Cut enough for each child to have two. Cut some extras if you think children will make more.)
- Yarn for hair (yellow, brown, black, red, light brown, as close to natural hair color as possible) cut in several lengths
- Colored markers for drawing eyes, lips and other features and for coloring clothing
- Scraps of cloth in varied patterns for clothing (optional)
- Glue
- Bottle or brush for dispensing glue
- Hand mirrors (non-breakable)

**Suggested Procedure**

1. Provide a "Me" Doll and a "Friend" Doll cut from tagboard for each child.

2. Invite children to compare skin-tone colors to their own skin and select the color they think is most like their own skin for a "Me" Doll.

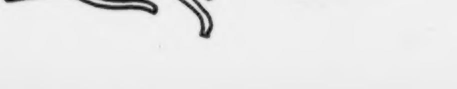
3. Invite them to use the mirrors to help them select hair and eye colors.

4. Encourage children to create a "Me" Doll which represents them. Allow children to select what they prefer even if you or the child's parent may not agree with the selection of color.

5. If you wish to write the child's name on his/her doll for identification, ask the child where to put his/her name. Allow the child to write his/her own name, if s/he desires.

6. Invite children to make a "Friend" Doll also.

7. Draw upon children's ideas and comments to facilitate a discussion of each person's uniqueness, the likenesses and differences among people.



## Activity: Dolls - "Me" Dolls & "Friend" Dolls

**Extensions of the Activity**

1. Introduce the dolls at group time and allow each child to talk about how his/her "Me" Doll and "Friend" Doll.
2. Invite children to play with the dolls in the block center where they can build houses, offices, playgrounds, parks, etc., for the dolls to use.

## Activity: Read a Story Aloud

**Learning Objectives**

To strengthen language and communication skills
To strengthen coping skills through increased awareness of friendships and of appropriate boundaries

**Group Size**

Whole group

**Materials Needed**

- *Amigo Means Friend* by Louise Everett. Illustrated by Sandy Robinowitz. Mahwah, N.J., Troll Associates, 1988.

**Suggested Procedure**

1. Read the story aloud.
2. Facilitate a discussion with the children on the topic of friendship. Draw upon children's ideas, comments and experiences to develop the discussion.
3. Use the story discussion and the suggested process questions to explore how to make friends and what a friend is. Include boundary issues and strangers in the topics of discussion.

**Extensions of the Activity**

1. Who are your friends? How do you know when someone is your friend? Can a stranger be a friend?
2. Can people be friends if they talk different languages? Have different colored skin? Live in different kinds of houses?
3. How do you make friends? Do you hug and kiss someone you don't know very well? What are some ways of greeting people? Shaking hands, saying hello, buenos dias, etc.; waving, smiling, bowing, etc. Acknowledge varied ways of greeting others and point out that people have different ways of expressing friendliness and saying "hello."
4. What would you do if a friend asked you to do something you know you shouldn't do like _________ (use an example such as break another person's toys, play with matches, etc.)

## Activity: Musical Game - The Puppy Song

**Learning Objectives**

To strengthen large motor skills
To strengthen social skills through turn-taking

**Group Size**

Whole group

**Materials Needed**

- "The Puppy Song" from *Sing and Learn* "Quiet Times" unit. Lyrics by Ellen Weiss and music by Louise Gibon. LP record and booklet with text. MacMillan Educational Company, 1987.

**Suggested Procedure**

1. Because the song has seven verses, it is helpful to divide the children into groups of seven. Each group forms a circle. If needed, adjust the numbers of children in a group and play the appropriate number of verses.

2. Introduce the song and play it from the recording for the children to hear. Ask children to walk in a circle while the music plays. Other movements such as crawling, hopping, or running may be substituted.

3. As the song becomes familiar, invite the children to sing along with the music.

4. Point out that this is a game in which the children will take turns being the "puppy." Demonstrate how to walk around the circle and back into place. Ask for a volunteer to be the first "puppy" in each circle. As the first verse is sung, the "puppy" walks around the outside of the circle.

5. At the words "second puppy" (third, etc.) in the verse, the "first puppy" selects another "puppy" and the first sits in the circle. Each person will need to choose someone who hasn't had a turn.

6. The "second (third, etc.) puppy" can choose another movement such as hopping or galloping around the circle.

7. Continue until all children have had a turn.

## Activity: Relaxation Exercise – Tense & Relax

**Learning Objective**

To strengthen coping skills through body awareness and relaxation

**Group Size**

Whole group

**Materials Needed**

- None

**Suggested Procedure**

1. Ask children to sit in a circle with enough space around each one so that no one touches another person. This exercise helps children learn that muscles can be controlled and that they can be tense or relaxed. Because preschoolers are not all able to follow verbal directions such as "right hand," "left arm," etc., you can demonstrate what you are asking them to do as you give directions.

2. Hold out one arm in front of you with your hand flat. Squeeze your hand into a fist. Hold it - one, two, three.

3. Open your hand, put it in your lap and rest it there.

4. Repeat steps 2-3 using the other arm.

5. Put your legs out straight in front of you. Point your toes as far in front of you as you can – like this (show). Hold – 1-2-3. Now rest your toes and legs – 1-2-3.

6. Point your toes toward you as far as you can – like this (show direction). Hold – 1-2-3. Now rest your toes – 1-2-3. Repeat once.

7. Sit up as straight as you can. Put your hands on your stomach. Now make your stomach as tight as you can. Hold – 1-2-3. Now rest your stomach – 1-2-3. Repeat once.

8. Put your hands on your shoulders. Can everyone find their shoulders? Good. Put your hands back in your lap.

9. Now lift your shoulders up toward your face. Hold – 1-2-3. Rest your shoulders – 1-2-3. Repeat once.

10. Close your eyes tightly. Hold – 1-2-3. Open them and rest – 1-2-3. Repeat once.

## Activity: Relaxation Exercise – Tense & Relax

**Suggested Procedure (continued)**

11. Stretch your mouth open wide as if you are making a big laughing face. Hold - 1-2-3. Rest your mouth - 1-2-3. Repeat once.

12. Open your hands so that they are flat. Put them together and push them against each other. Hold - 1-2-3. Now rest your hands in your lap - 1-2-3. Repeat once.

13. As children become more familiar with this exercise allow them to stand to do the exercise. At the end, ask children to make their bodies stiff all over. Feel the stiffness in your arms...legs...hands...stomach...face...and hold your body stiff - 1-2-3-4-5. Now relax your body. Feel the sleepiness in your face...arms...hands...stomach. Let your legs relax while you are standing up.

14. Now with your whole body quiet, sit down. Make yourself comfortable in your own space.

# Session 14 Friends Can Be Alike & Different

**Child Sign-In**

(See Session 1, Pages 41-42.)

**Free-Choice Activities**
(45 minutes)

EMERGENT CURRICULUM AND PROJECTS

1. Art Center
2. Block Center
3. Dramatic Play and Family Living (See the Appendix, Page 237, for a list of suggested multicultural props.)
4. Language and Literacy Center (See the Appendix, Page 240, for a list of suggested multicultural books for preschoolers.)
5. Manipulatives
6. Other:___________________________________

OBJECTIVES-BASED CURRICULUM

7. Body Tracing Mural: Friends are Alike and Different (See Session 13, Pages 145-146.)
8. "Me" Dolls and "Friend" Dolls (See Session 13, Pages 147-148.)

**Break**
(15 minutes)

Clean-Up
Bathroom and Handwashing

**Snack**
(20 minutes)

**Large Group**
(20 minutes)

1. Greeting Song (See the Appendix, Pages 244-245.)
2. Read a Story Aloud: *We Are All Alike...We Are All Different* (See Session 14, Pages 155.)
3. Prepare children for Parent/Child Activity (See Session 14, Pages 156-158.)

**Parent/Child Activity**
(25 minutes)

1. Decorate the Friendship Tree (See Session 14, Pages 156-158.)

**Break**
(10 minutes)

Bathroom and Handwashing

**Closing Group**
(15 minutes)

1. Reflections on the Session (See the Introduction, Pages 29-30, for information on this part of Closing Group.)
2. Affirmations (See Session 1, Page 49.)

## Activity: Read a Story Aloud

**Learning Objectives**

To strengthen language and communication skills
To strengthen cultural appreciation

**Group Size**

Whole group

**Materials Needed**

- *We Are All Alike...We Are All Different*. Written and illustrated by the Cheltenham Elementary School Kindergarteners. N.Y., Scholastic, 1991.

**Suggested Procedure**

1. Read *We Are All Alike...We Are All Different* to the children.

2. Facilitate a discussion of the ways in which members of the group are alike and different. Draw upon the children's ideas, comments and experiences. Encourage all children to offer responses.

3. Use the story discussion and suggested process questions to explore how friends can be alike and different from each other. Encourage children to explore the range of human diversity; i.e., gender, race/ethnicity, physically challenged persons, etc. Affirm the value of all kinds of friends.

4. If anyone in the group offers a stereotyped or discriminatory view of people who are different from themselves, you will need to respond. *The Anti-Bias Curriculum: Tools for Empowering Young Children* by Louise Derman Sparks provides comprehensive guidance for responding actively to stereotyping and discriminatory behavior with young children. Chapter 8 is particularly helpful. (See Appendix G for information on how to order this book.)

**Suggested Process Questions**

1. Are your friends all alike? How are they like you? Different from you?

2. What would you do if you and your friend want to play with the same toy? What would you do if your friend wants to play with blocks but you want to play with clay?

3. What can you do when you feel mad at your friends?

4. What can you do if someone calls your friend a name? Says people with glasses are "four eyes?" Says a boy who plays in the Family Living Center is a sissy?

## Parent/Child Activity: Decorate the Friendship Tree

**Learning Objective**

To strengthen fine motor skills

**Group Size**

**Materials Needed**

- Large sheet of brown wrapping paper cut in the shape of a tree trunk and branches. Branches may be cut separately from the trunk.
- Construction paper and white drawing paper cut into shapes. Use the patterns provided or create your own (See Session 14, Pages 157-158.)
- Crayons, markers, or other decorating items such as paper or fabric scraps for gluing
- Glue

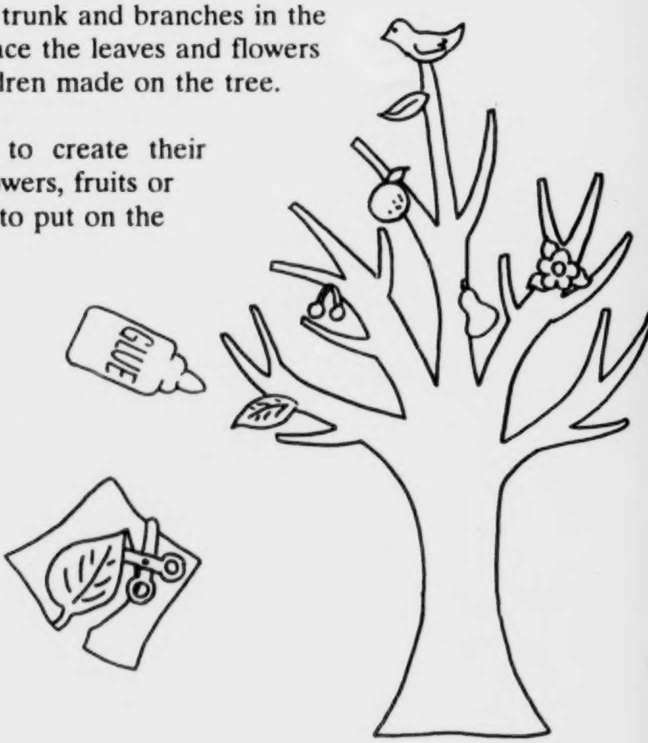
**Suggested Procedure**

1. Each child will create leaves, fruits, flowers or other symbols to be hung on the tree. Children's names may be put on these as a way of symbolizing friendships among the children in the group.

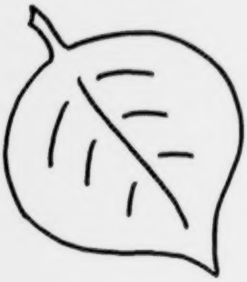
2. Hang the tree trunk and branches in the classroom. Place the leaves and flowers which the children made on the tree.

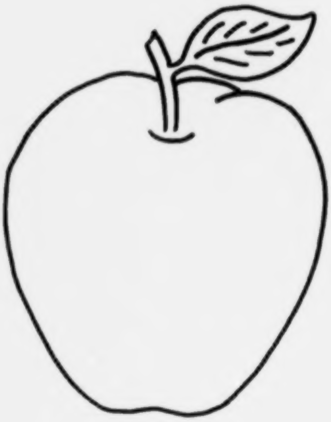
**Extension of the Activity**

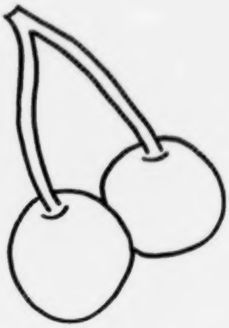
1. Allow children to create their own leaves, flowers, fruits or other symbols to put on the tree.

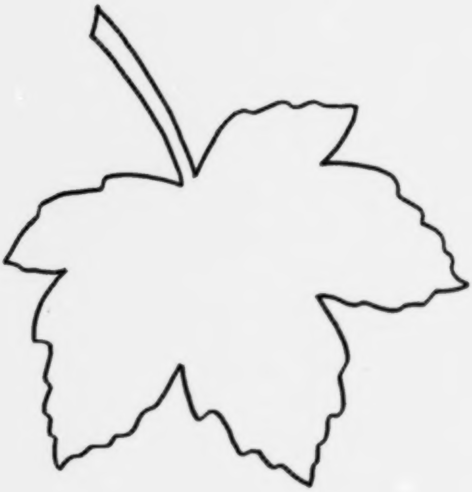


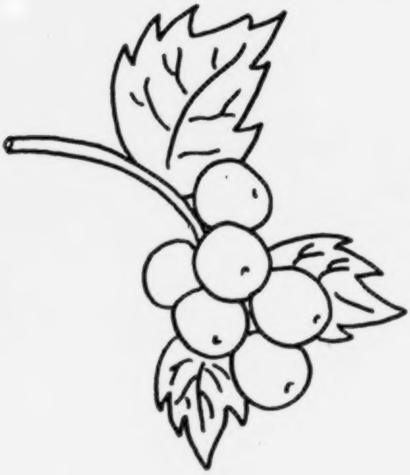
# Decorate the Friendship Tree Patterns

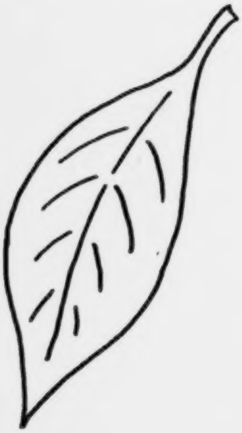


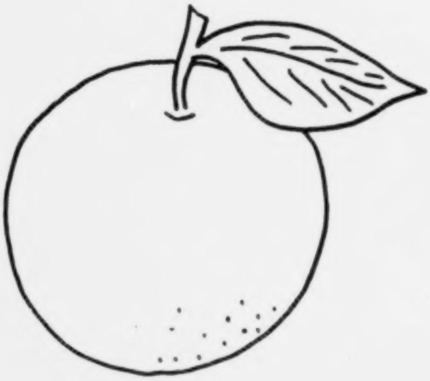


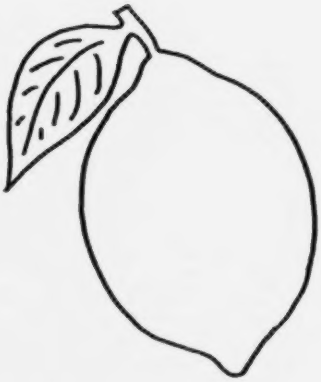




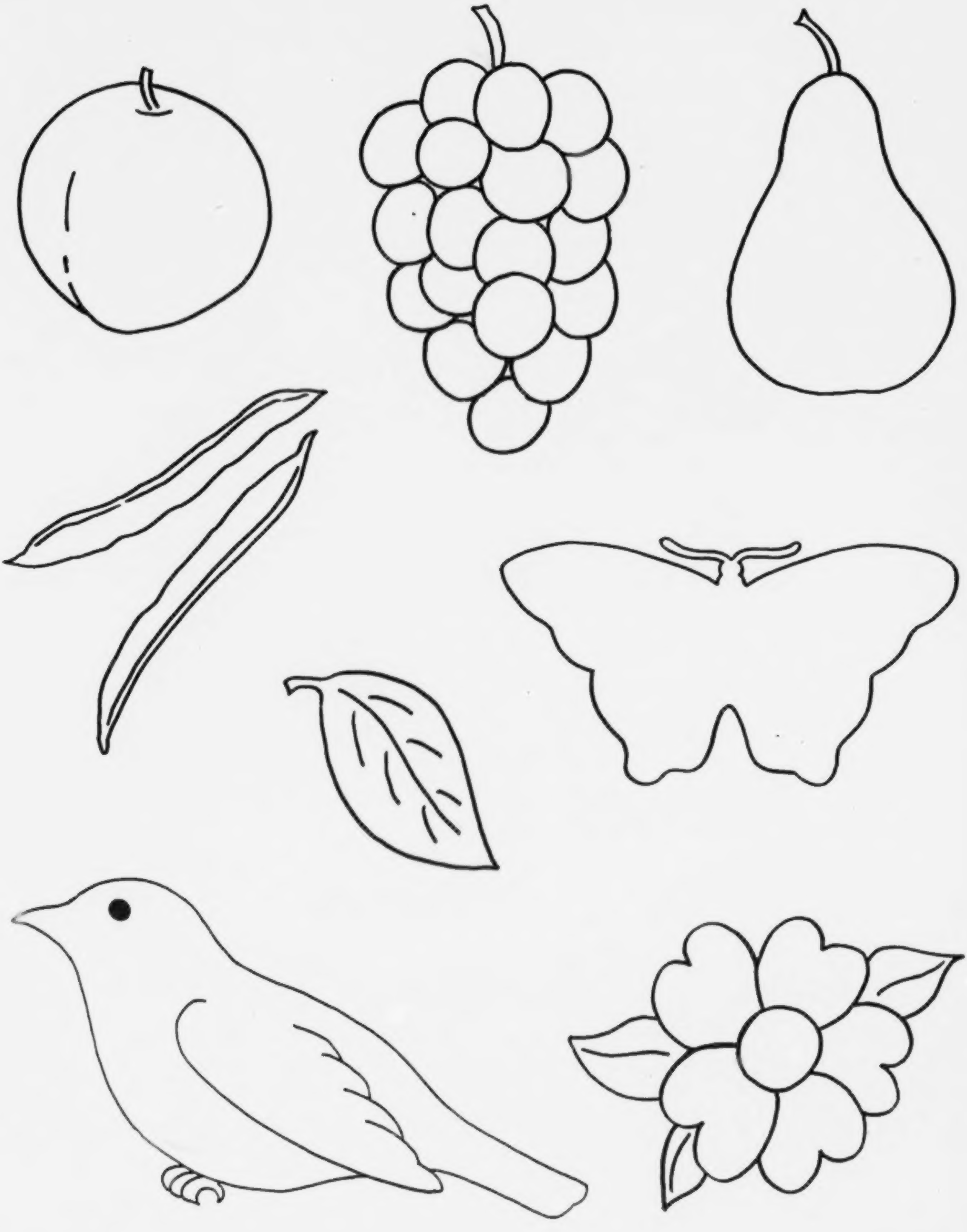








# Decorate the Friendship Tree Patterns



# Session 15 Friends Can Be Alike & Different

| | |
|---|---|
| **Child Sign-In** | (See Session 1, Pages 41-42.) |
| **Free-Choice Activities**<br>(45 minutes) | EMERGENT CURRICULUM AND PROJECTS<br>1. Art Center<br>2. Block Center<br>3. Dramatic Play and Family Living (See the Appendix, Page 237, for a list of suggested multicultural props.)<br>4. Language and Literacy Center (See the Appendix, Page 240, for a list of suggested multicultural books for preschoolers.)<br>5. Manipulatives<br>6. Other:______________________________<br>OBJECTIVES-BASED CURRICULUM<br>7. Cooking: Friendship Snack (See Session 15, Pages 161-163.)<br>8. Clay: Create an Animal Friend (See Session 15, Page 164.) |
| **Break**<br>(15 minutes) | Clean-Up<br>Bathroom and Handwashing |
| **Snack**<br>(20 minutes) | |
| **Large Group**<br>(20 minutes) | 1. Greeting Song (See the Appendix, Pages 244-245.)<br>2. Read a Story Aloud: *Golden Bear* by Ruth Young (See Session 15, Page 165.) |
| **Large Motor Activity**<br>(20 minutes) | 1. Outdoor free play and large motor activity, OR<br>2. Puppy Song (See Session 13, Page 150.)<br>3. Continue selected free choice activities, as needed |
| **Break**<br>(10 minutes) | Bathroom and Handwashing |
| **Closing Group**<br>(20 minutes) | 1. Relaxation exercise (See Session 13, Pages 151-152.)<br>2. Reflections on the Session (See the Introduction, Pages 29-30, for information on this part of Closing Group.)<br>3. Affirmations (See Session 1, Page 49.) |

## Activity: Friendship Snack

**Learning Objective**

To strengthen social skills through cooperative activity

**Group Size**

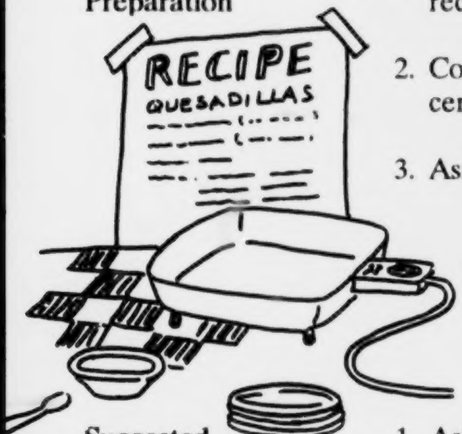
Small group with opportunity for any child who want to have a turn

**Materials Needed**

- One of the recipes on Pages 163-164, or select another recipe of your choice
- Ingredients needed for the recipe
- Utensils and serving dishes needed for the recipe
- Electric frying pan or crockpot, as needed
- Plastic table cloth (optional)
- Heat resistant pad to put under the frying pan or crockpot

**Teacher Preparation**

1. Select one of the recipes on Pages 163-164, or select another recipe of your choice.
2. Copy the recipe on a large sheet of paper and post in the center.
3. Assemble the ingredients and cooking equipment needed.



4. Set up the materials on a table with a non-porous, clean surface or cover the table with a clean plastic cloth. Place the frying pan or crockpot on the heat resistant pad.

**Suggested Procedure**

1. Ask children to wash their hands before helping with food preparation.
2. Invite children to problem-solve how to share the preparation.
3. Allow children to cut, measure, pour, stir or mix ingredients. Children may also help to set the table and serve the snack.
4. When the snack is served, discuss the concept of cooperation, sharing work and enjoying the result together.

**Extensions of the Activity**

1. Use a recipe contributed by a parent.
2. Invite parents to contribute an ingredient. Use a sign-up sheet with a list of ingredients to allow parents to choose what they wish to contribute.

## Recipes

### FRIENDSHIP SALAD

**Ingredients**

Fruits for a salad, including fruit which is easy to cut, such as bananas, canned peaches

**Utensils**

- Plastic knives
- Cutting boards or paper plates
- Paring knife (for adult use)
- Bowl and mixing spoon

**Suggested Procedure**

1. Invite children to assist in preparing the fruit salad. Demonstrate how to use the knife to cut and discuss safe and appropriate use of knives in the kitchen. Cut the fruits in bite-sized pieces and mix together in a large bowl.

### QUESADILLAS (tortillas and cheese)

**Ingredients**

Cheddar or jack cheese (1 lb. serves approximately 8-10 people)
6" corn or flour tortillas (at least one per person)
Margarine
Optional: tomatoes, diced green chilis, avocado

**Utensils**

- Cheese graters
- Cutting boards or paper plates
- Plastic knives
- Paring knife (for adult use)
- Spatula
- Electric frying pan
- Towel to keep tortillas warm

**Suggested Procedure**

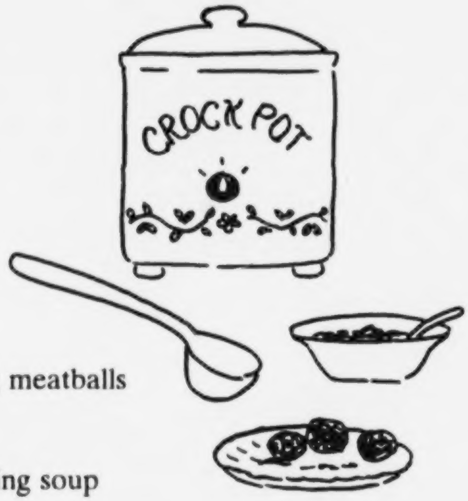
1. Invite the children to grate cheese for the tortillas and to chop the tomatoes or avocado if you decide to use them. Sprinkle grated cheese and some vegetables on one half of the tortilla. Fold the unfilled half over the filling. Melt a little margarine in the frying pan. Toast the tortilla lightly on each side, until the cheese melts. Remove from the pan and wrap in a towel to keep warm.

## Recipes

### SOPA DE ALBONDIGAS

**Ingredients**

Lean ground beef (1 lb. makes approximately 8-10 meatballs)
1 cup soft bread crumbs
1 small onion, chopped (or use dried onion flakes)
1 egg lightly beaten
1/3 cup milk
1 teaspoon salt
1/2 teaspoon thyme
1/4 teaspoon nutmeg
2 quarts canned beef broth



**Utensils**

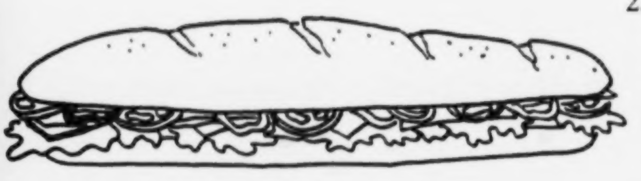
- Mixing bowl
- Fork
- Paper plates for children to use
- Mixing spoon
- Slotted spoon for forming meatballs
- Can opener
- Measuring cup
- Bowls and spoons for eating soup
- Measuring spoons
- Crock pot

**Suggested Procedure**

1. Put broth in crockpot, cover and heat to simmering. Allow children to measure, combine and mix meat, bread crumbs and onion. Mix egg, milk and seasonings and add to meat mixture. Mix together well. Allow children to form meatballs. When meatballs are all formed, gently drop them into the simmering broth and cook covered for 25-30 minutes.

**Other Suggestions**

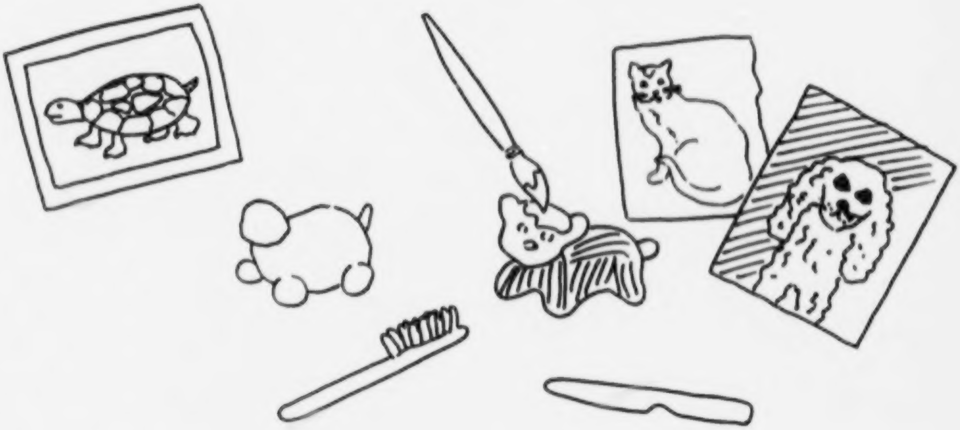
1. If you have an oven, try making a pizza. Use frozen pizza dough or a boboli crust from the supermarket. Children can spread pizza sauce, grate and sprinkle cheese and add toppings such as pepperoni slices.



2. If you cannot use any electric cooking equipment, make a "Hoagie" sandwich to share. Slice a small loaf of French bread in half lengthwise so that there is a top and bottom half. Allow children to spread mayonnaise or margarine on the bread and place sliced meats, cheeses, tomatoes, etc.

# Activity: Clay - Create an Animal Friend

| | |
|---|---|
| **Learning Objectives** | To strengthen fine motor skills<br>To strengthen coping skills |
| **Group Size** | Small group |
| **Materials Needed** | • Air drying clay<br>• Tools for sculpting and texturing clay such as plastic knives, rolling pin, vegetable brush<br>• Pictures of animals which can be pets such as cats, guinea pigs, dogs, etc. |
| **Suggested Procedure** | 1. Hang up the pictures of pets in the center used for clay. Label each one with the name of the animal and label the group "Animals Who Can Be Friends."<br>2. Invite children to use the materials in the center to create any kind of an animal friend they would like.<br>3. Follow the instructions on the air-drying clay for hardening the clay. |
| **Extensions of the Activity** | 1. Animals may be painted once they are dried.<br>2. At story time, children may talk about the animal friends they have created. |



## Activity: Read a Story Aloud

**Learning Objectives**

To strengthen language and communication skills
To strengthen coping skills

**Group Size**

Large group

**Materials Needed**

- *Golden Bear* by Ruth Young. N.Y., Viking, 1992

**Suggested Procedure**

1. Read the story aloud.
2. Facilitate a discussion of the story with the children. Draw upon children's experiences, comments, ideas and responses to the story to develop the discussion.
3. Use the suggested process questions below or create some of your own to guide and prompt discussion.

**Suggested Process Questions**

1. Do you think the boy in the story and Golden Bear were friends?
2. What do friends do together? Play? Fight? Talk? Share? Cry? Laugh? Help each other?
3. Can a stuffed toy or a pet be your friend?
4. Can a grown-up be your friend? (Discuss how to tell when a grown-up is not a safe person; e.g., a stranger offers you a ride or candy to eat.)

# Session 16 Friends Can Be Alike & Different

**Child Sign-In**

(See Session 1, Pages 41-42.)

**Free-Choice Activities**
(45 minutes)

EMERGENT CURRICULUM AND PROJECTS

1. Art Center
2. Block Center
3. Dramatic Play and family Living (See the Appendix, Page 237, for a list of suggested multicultural props.)
4. Language and Literacy Center (See the Appendix, Page 240, for a list of suggested multicultural books for preschoolers.)
5. Manipulatives
6. Other:____________________________

OBJECTIVES-BASED CURRICULUM

7. Clay: Create an Animal Friend (See Session 15, Page 164.)
8. Group Mural: Wet-Chalk Drawing (See Session 16, Page 169.)

**Break**
(15 minutes)

Clean-Up
Bathroom and Handwashing

**Snack**
(20 minutes)

**Large Group**
(20 minutes)

1. Greeting Song (See the Appendix, Pages 244-245.)
2. Flannel Board Story: "Tama, The Friendly Cat – A Japanese Folktale" (See Session 16, Pages 170-175.)
3. Prepare children for Parent/Child Joint Activity (See Session 16, Pages 176-178.)

**Parent/Child Activity**
(25 minutes)

1. Butterfly Kites (See Session 16, Pages 176-177.) OR
2. Community Visitor (See Session 16, Page 178.)

**Break**
(10 minutes)

Bathroom and Handwashing

**Closing Group**
(15 minutes)

1. Reflections on the Session (See the Introduction, Pages 29-30, for information on this part of Closing Group.)
2. Affirmations (See Session 1, Page 49.)

## Activity: Group Mural – Wet-Chalk Drawing

**Learning Objective**

To strengthen social skills

**Group Size**

Small group

**Materials Needed**

- Chalk of different colors
- Liquid starch or sugar water in containers large enough for dipping the chalk
- Large sheet(s) of butcher paper on a table

**Teacher Preparation**

1. To make sugar water, mix 1/4 cup sugar per cup of water and stir until dissolved. Using sugar water or starch for dipping chalk decreases smudging and increases brightness of colors.

**Suggested Procedure**

1. Introduce the process of dipping and drawing with the chalk.

2. Discuss with children the concept of working together to create a large picture. Talk with the children about the enjoyable things they do with their friends. Invite them to work together to create a mural showing what they enjoy doing with friends.

3. When the children are finished, ask for volunteers to help hang the mural up in the classroom or other display area.

**Extension of the Activity**

1. Use the mural as a banner or other decoration at the Family Celebration (See Session 24.)

## Activity: Flannel Board Story and Discussion "Tama, The Friendly Cat – A Japanese Folktale"

**Learning Objectives**

To strengthen language and communication skills
To strengthen cultural appreciation

**Group Size**

Whole group

**Materials Needed**

- Flannel board
- Figures for the story (See patterns, Session 16, Pages 174-175.)
- Colored markers
- 3 8-1/2" x 11" pieces of tagboard or other lightweight cardboard
- Glue and brush
- Velcro self-adhesive spots
- Text for "Tama, The Friendly Cat - A Japanese Folktale", adapted for flannel board (See Session 16, Pages 172-173.)

**Teacher Preparation**

1. Photocopy the patterns for the story figures. Make six copies of the cat - one for Tama, one for the wooden cat, and four for Lady Usugumo's other cats.

2. Use the colored markers to color the pieces. Color the wooden cat brown. Color the other cat figures so that each one is different from the others.

3. Glue the figures to tagboard or other lightweight cardboard and cut them out. Complex pieces may be cut out with a circular border to simplify cutting.

4. Place a self-adhesive velcro spot on the back of each piece.

**Suggested Procedure**

1. Retell the story for children using the story figures. Use different "voices" for each character.

2. Facilitate a discussion of the story with the children. Draw upon children's experiences, comments, ideas and responses to the story to develop the discussion.

3. Use the suggested process questions below or develop your own to encourage discussion.

## Activity: Flannel Board Story and Discussion "Tama, The Friendly Cat - A Japanese Folktale"

**Suggested Process Questions**

1. Who are friends in this story? Is there anyone in the story who isn't a friend? Why not?
2. How did the friends in the story help each other? What do you do to help your friends? What do your friends do to help you?
3. Do you have a pet or special toy animal or a blanket which helps you when you feel sad? Lonely?
4. Invite children to talk about the clay animal friend which some of them may have made during free choice activities. Point out the variety of animals which different people regard as friends.
5. Are there any animals living in your neighborhood or outdoors who are not your friend? (Address safety issues about harmful wildlife or animals which are strangers.)

## Tama, The Friendly Cat

(Adapted from *Magic Animals of Japan* by Davis and Elma K. Pratt. Berkeley, CA., Parnassus Press, 1967.)

**Text**

Lady Usugumo loved cats.
(Place figure of Lady Usugumo on flannel board)

She had lots of cats who lived with her
(Place other cats)
in a house in a city called Tokyo.
(Place house)

Lady Usugumo's favorite cat was Tama.
(Place Tama)
Tama had a soft pillow to sit on and
(Place pillow)
was always near Lady Usugumo wherever she went.
(Move Tama and Lady Usugumo together)
Tama loved Lady Usugumo as much as Lady Usugumo loved Tama.
(Remove other cats)

One day, Lady Usugumo was drinking tea at her house,
(Place tea pot and cup)
when a snake with poison in it's fangs
(Place snake)
slid out of the grass into the house
(Place grass; move snake into house)
and hung on a rafter
(Snake hangs from rafter)

Lady Usugumo did not see the snake as it hung down toward her.
(Move snake closer to figures)

But Tama did and she was afraid. What could she do to keep Lady Usugumo safe? Suddenly Tama jumped as high as she could trying to scare the snake away.
(Move pieces)

The snake was surprised and angry. It struck Tama
(Move the snake and make it strike Tama)
and the cat and the snake fought
(Move the snake and Tama as if they were fighting)
until the snake grew tired and slid away into the grass outside.

## Tama, The Friendly Cat

**Text (continued)**

(Move snake into grass; take snake off the board)

Lady Usugumo knew that Tama had helped her and she was very thankful.
(Move cat onto pillow next to Lady Usugumo)

But soon Tama became sick from the snake's poison and died.
(Remove Tama from the board)

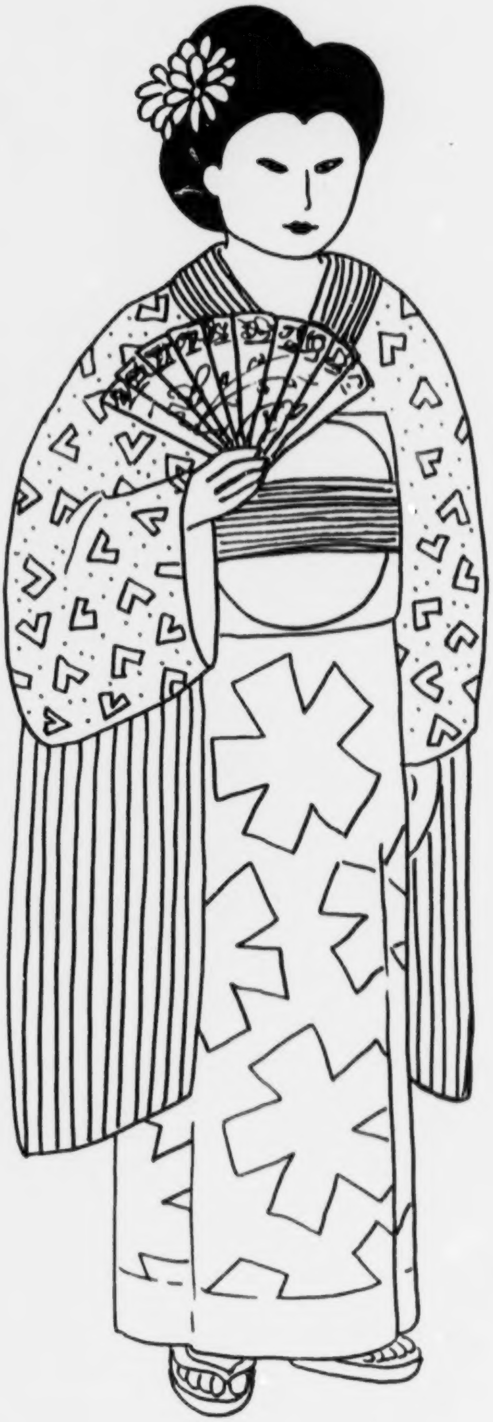
Lady Usugumo was very, very sad and she cried because
(Place tears falling from Lady Usugumo)
she missed her loyal friend and helper Tama.

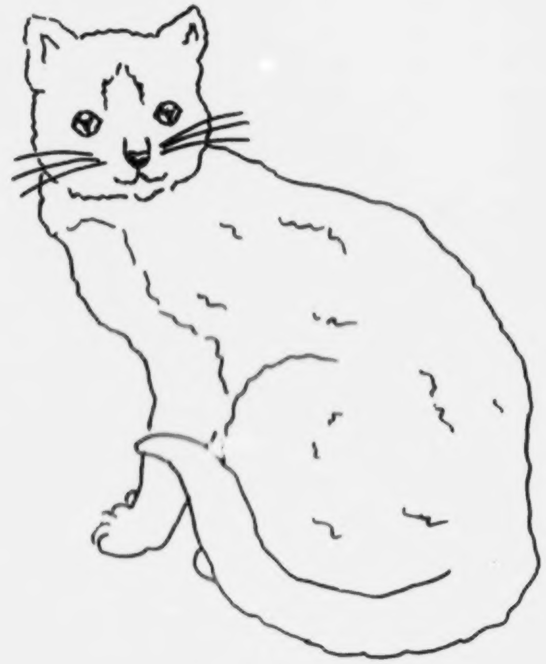
The empty pillow reminded her of Tama and she needed something special to fill that empty spot.
(Point to the empty pillow)

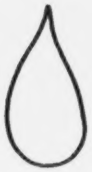
Soon a good friend gave Lady Usugumo a gift of a wooden cat carved so that it looked just like Tama. Lady Usugumo gently placed the wooden cat next to her on Tama's cushion.
(Place wooden cat on Tama's pillow)

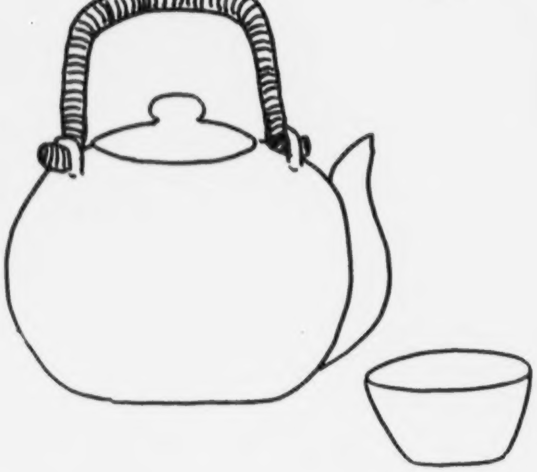
Lady Usugumo still missed her favorite friend, Tama. But she grew to love the wooden cat just the way she loved all her cats.
(Place other cats around Lady Usugumo and the wooden cat.)

# Flannel Board Patterns

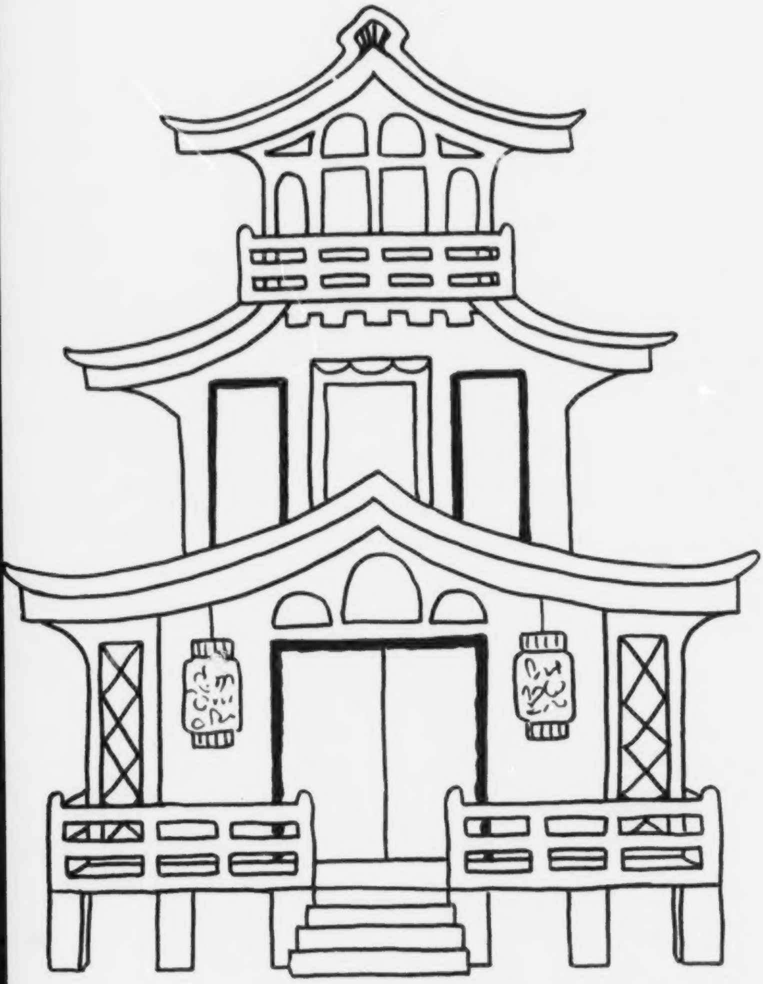


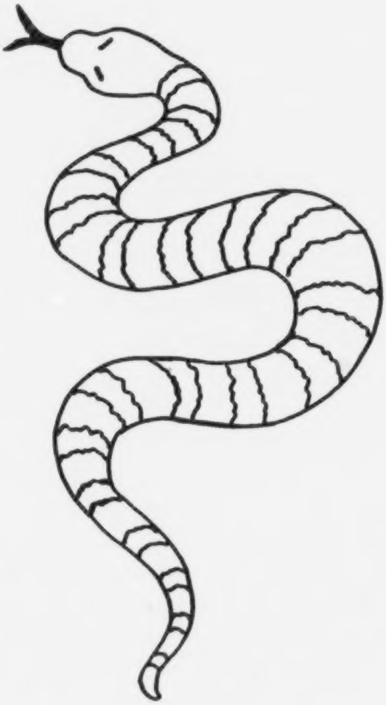


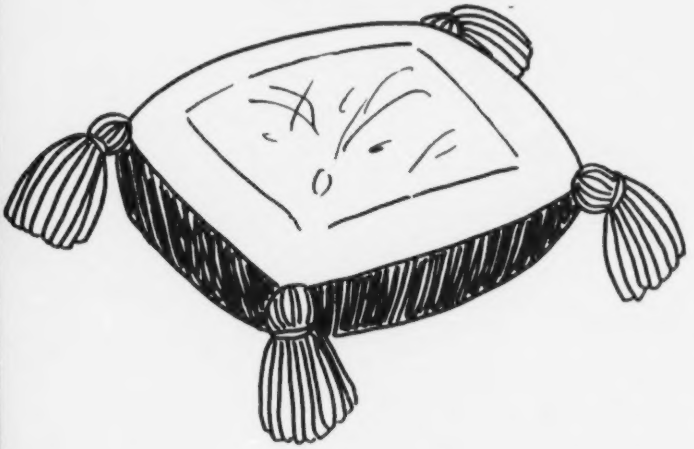


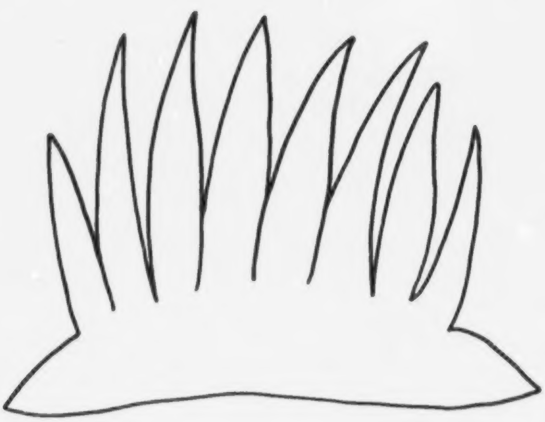


# Flannel Board Patterns









## Parent/Child Activity: Butterfly Kites

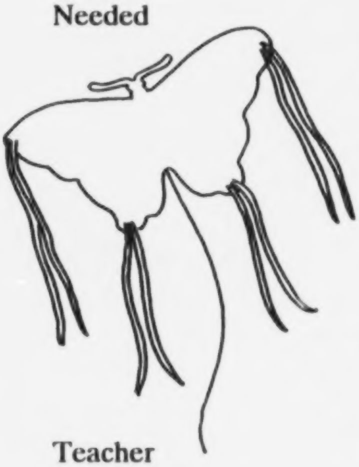
Learning Objectives

To strengthen cultural appreciation
To strengthen fine motor skills

Group Size

Small group

Materials Needed



- 3 sheets of 9" x 12" construction paper in 3 different colors for each kite (or use lightweight colored cardstock)
- Butterfly pattern (See Session 16, Page 177.)
- Water paints or colored markers
- Contact paper (optional)
- Single hole punch
- Stapler and staples
- Colored crepe paper streamers cut in 8" - 12" strips
- String cut in 6'-7' lengths
- "Two Little Sisters" (a poem) from *Chinese Mother Goose Rhymes* edited by Robert Wyndham. Cleveland, World Publishing Co., 1968, or *Catch the Wind* by Gail Gibbons Boston, Little Brown, 1989.

Teacher Preparation

1. Use the patterns to cut the sheets of construction paper into butterfly shapes.

Suggested Procedure

1. Introduce the activity to parents and children. Use the book, *Catch the Wind*, and the poem with accompanying text in Chinese, if you wish.

2. Invite children to decorate their butterflies with the watercolors or colored markers. Many kites are made with several butterflies but children may choose to use only one or two.

3. To prevent the kites from tearing, cover each butterfly with contact paper. Staple each child's butterflies together, if the child has made more than one.

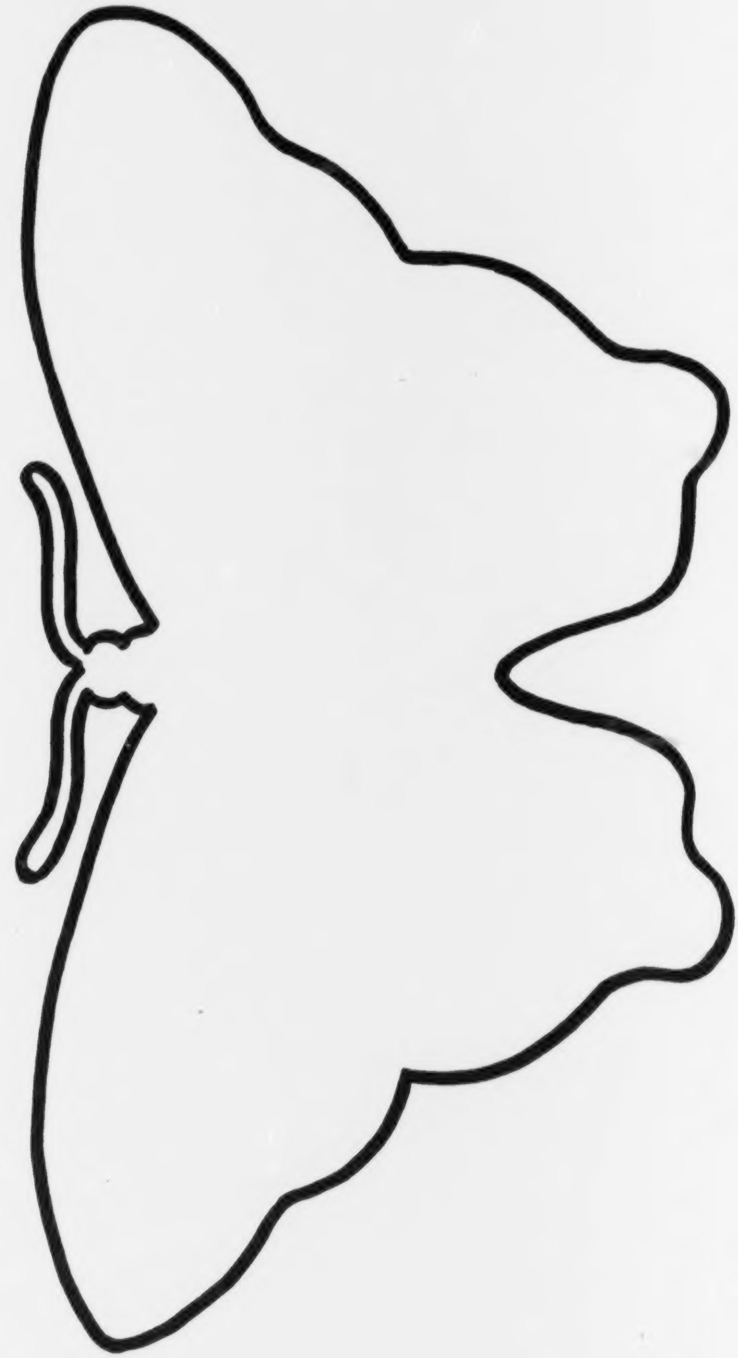
4. Allow the child to choose some crepe paper streamers and staple these to the tip of each butterfly's wings.

5. Punch a hole at the top of the kite. Attach a 6'-7' string.

Extension of the Activity

1. If outdoor space is available adjacent to the classroom, children may fly their kites. If not, arrange a trip to a nearby park to fly the kites.

# Butterfly Pattern



## Parent-Child Activity: Community Visitor - Friends

**Learning Objectives**

To strengthen social skills

**Group Size**

Whole group

**Advance**

1. Planning for this activity will need to begin well in advance of the session. The theme for Sessions 12-16 is "Friends Can Be Alike and Different." Explore resources in your community which are related to the theme of friendship and diversity. Some possibilities to explore are:

    - Handidog or other programs providing trained animals to assist physically challenged individuals;
    - Humane Society or Society for Prevention of Cruelty to Animals;
    - An exchange visit with a senior citizen's program or a program for physically or mentally challenged children.

2. Parents may be able to help identify resources in your community. Some families may have special interests if they have a physically or mentally challenged person in the family.

3. It is important to determine if your community visitor has experience with preschoolers. If not you will need to guide plans for the visit so that the activity is appropriate for preschoolers.

4. Consider space and/or transportation needed for the planned activity.

**Suggested Procedure**

1. Prepare children for the activity in previous sessions.

# Session 17 Taking Care of Myself

| | |
|---|---|
| **Child Sign-In** | (See Session 1, Pages 41-42.) |
| **Free-Choice Activities**<br>(45 minutes) | EMERGENT CURRICULUM AND PROJECTS<br>1. Art Center<br>2. Block Center<br>3. Dramatic Play and family Living (See the Appendix, Page 237, for a list of suggested multicultural props.)<br>4. Language and Literacy Center (See the Appendix, Page 240, for a list of suggested multicultural books for preschoolers.)<br>5. Manipulatives<br>6. Other:_________________________<br>OBJECTIVES-BASED CURRICULUM<br>7. Weather Wear (See Session 17, Pages 181-182.)<br>8. Water Table - Bathing Babies (See Session 17, Page 183.) |
| **Break**<br>(15 minutes) | Clean-up<br>Bathroom and Handwashing |
| **Snack**<br>(20 minutes) | |
| **Large Group**<br>(20 minutes) | 1. Greeting Song (See the Appendix, Pages 244-245.)<br>2. Flannel Board Story: "Ku Bird - A Yaqui Folktale" (See Session 17, Pages 184-190.) |
| **Large Motor Activity**<br>(20 minutes) | 1. Outdoor free play and large motor activity, OR<br>2. Loop de Loo (See Session 17, Page 191.)<br>3. Continue selected free choice activities, as needed |
| **Break**<br>(10 minutes) | Bathroom and Handwashing |
| **Closing Group**<br>(20 minutes) | 1. Relaxation exercise (See Session 13, Pages 151-152.)<br>2. Reflections on the Session (See the Introduction, Pages 29-30, for information on this part of Closing Group.)<br>3. Affirmations (See Session 1, Page 49.) |

# Activity: Weather Wear

**Learning Objectives**

To strengthen coping skills
To strengthen social skills

**Group Size**

Small group

**Materials Needed**

- A weather spinner (See Session 17, Page 182.)
- Hats, umbrellas, boots, jackets, ponchos, mittens, sunglasses, etc., including clothing appropriate to your climate. The selection may include items of clothing which would be used in different cultures; e.g., straw hats, scarves or veils, hats with brims.
- Full length mirror
- A selection of photographs, magazine pictures or book illustrations showing people of different cultures wearing clothing which protects them from weather. Books with useful pictures include:

*Caps, Hats, Socks and Mittens* by Louise Borden. N.Y., Scholastic, 1989
*Hats, Hats, Hats* by Ann Morris. N.Y., Lothrop, Lee and Shepard, 1989
*Umbrella* by T. Yashima. N.Y., Viking, 1958
*The Snowy Day* by Ezra Jack Keats. N.Y. Viking, 1962
*Rain* by Robert Kalan. N.Y., Greenwillow Books, 1978
*Playtime in Africa* by E.T. Sutherland
*What Will the Weather Be Like Today* by Paul Rogers. N.Y., Greenwillow Books, 1990

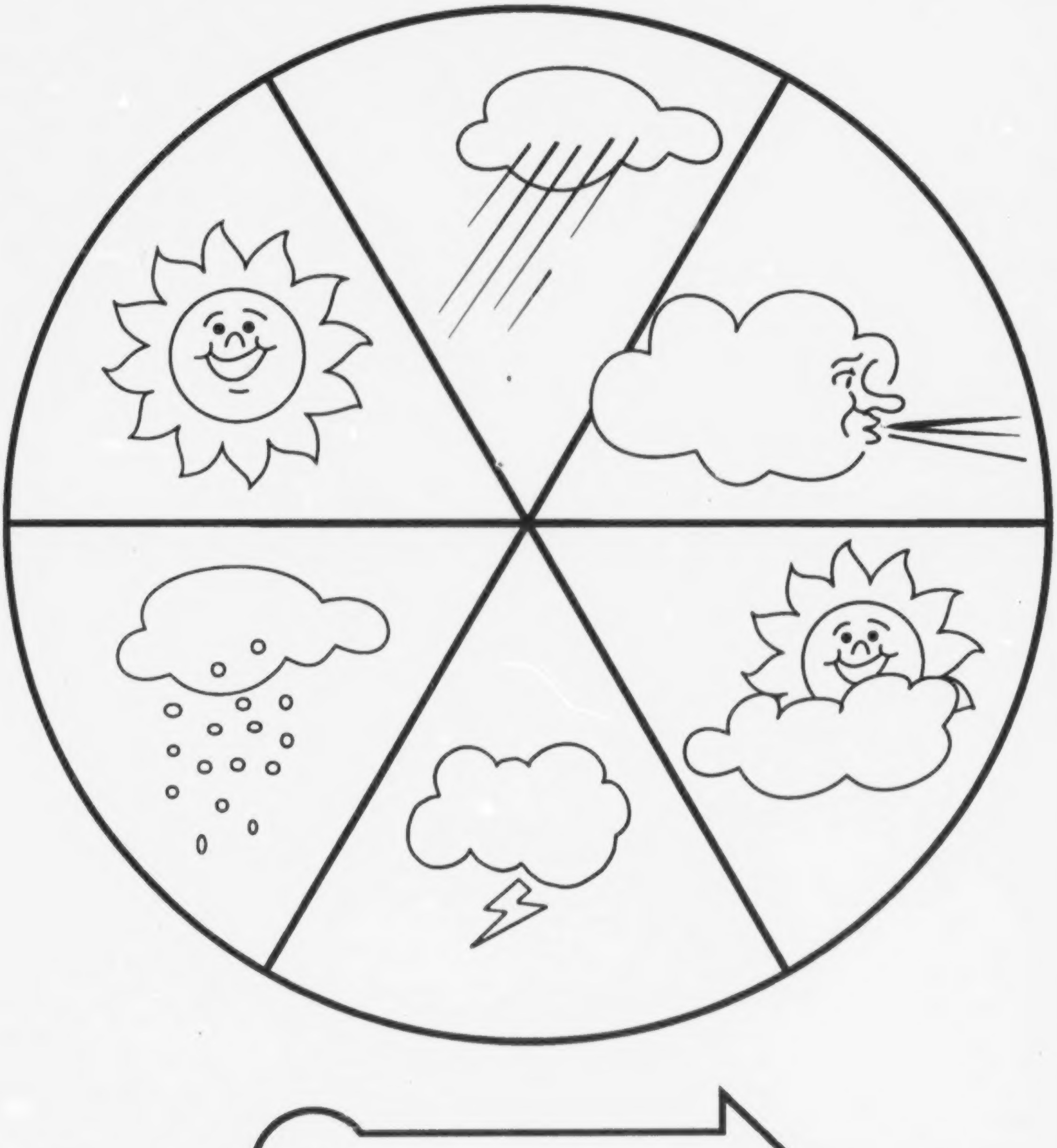
**Suggested Procedure**

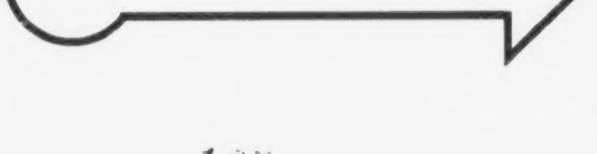
1. Assemble the weather spinner and color the visual cues.
2. Children may spin the spinner and dress up to match the weather shown by the pointer.
3. Use the mirror for fun and exploration with the clothing.
4. Make use of naturally occuring opportunities to talk with children about health and safety related to weather; e.g., lightening in thunderstorms, sunglasses, use of sunscreens, etc.

**Extension of the Activity**

1. A story and other materials for children on sun protection are available from the American Cancer Society. Check with your local office

# Weather Spinner Pattern





## Activity: Water Table – Bathing Babies

**Learning Objectives**

To strengthen coping skills
To strengthen small motor skills

**Group Size**

Small group

**Materials Needed**

- Water table filled with several inches of water
- Washable dolls in a variety of skin and hair colors
- Wash cloths and towels
- Baby shampoo (no tears variety)
- Combs, brushes, toothbrushes
- Tape recorder
- Cassette: *Learning Basic Skills Through Music: Health and Safety* (Hap Palmer); Songs: "Take a Bath," "Keep the Germs Away."

**Suggested Procedure**

1. Be aware of any family in your program who does not have running water, hot water or readily available bathing facilities. Think through how you will handle this child's (family's) response to this activity. What are some ways to bathe besides in the shower or bathtub?

2. Allow children time to free play and explore the materials.

3. Encourage children to wash all the areas of the babies' bodies, shampoo and comb the babies' hair, dry the babies, brush teeth.

4. Invite children to talk about why people wash their hair and wash hands before eating. Is it okay to get dirty when you play?

**Extension of the Activity**

1. Play songs from the cassette. Sing along.

# Activity: "Ku Bird – A Yaqui Folktale"

**Learning Objectives**

To strengthen language and communication skills
To strengthen cultural appreciation

**Group Size**

Whole group

**Materials Needed**

- Text for "Ku Bird – A Yaqui Folktale" (See Pages 186-187.)
- Patterns (See Pages 188-190.)
- Tagboard or other lightweight cardboard
- Velcro fasteners
- Permanent colored markers
- Feathers in various colors (purchase from art supplier)
- Flannel board

**Preparation**

1. Use the patterns provided to cut out and assemble the figures for the story.

2. Color the figures.

3. Attach velcro to the figures and feathers.

**Suggested Procedure**

1. Tell the story using the story cut outs. Use different "voices" for each character. Use your voice in many ways to express events in the story. For example, when the Ku bird speaks of being cold, draw in your breath quickly or shiver your voice to "act" out being cold.

2. Instead of waiting until the end, you may prefer to ask questions and invite children to respond as the story is told.

3. Use the suggested process questions or create some of your own to encourage a discussion with the children about their needs, problems and possible actions or solutions.

**Suggested Process Questions**

1. How did Ku Bird feel without feathers?

2. What could you wear if you were cold?

3. What could you do if you didn't have a sweater?

4. How do you think Ku Bird felt when all the birds looked at him? How would you feel? Do you ever feel ashamed?

5. How do you think it feels to be different from other people?

## Activity: "Ku Bird - A Yaqui Folktale"

**Suggested Process Questions (continued)**

6. What do you do when you feel different from other people?

7. Who can help you with a problem?

8. How do you take care of yourself?

9. What do you like about the way you look?

# "Ku Bird - a Yaqui Folktale"

(Adapted from *Yaqui Myths and Legends* collected by Ruth Warner Giddings. Tucson, AZ., University of Arizona Press, 1983).

Suggestions for use of the pieces on the flannel board are given in parenthesis under the story text.

Text

A long time ago, a very poor bird named Ku-Bird
(Place Ku-bird on flannel board.)

lived in the desert.
(Place sun on the board.)

One day as Ku-Bird sat near a saguaro cactus,
(Place saguaro.)

he said to Owl, "Owl, I have a problem and I need your help."
(Place Owl near Ku-Bird.)

"How can I help you?", asked Owl.

Ku-Bird answered, "I am so poor that I have no feathers to keep me warm in the winter when it is cold. (Shiver yourself; invite the children to shiver.) I would like you to lend me some of your feathers to dress myself and keep me warm."

"Ku-uu," said Owl, "I will help you. I am going to ask all the birds in the desert to lend you one feather. Then you will have many feathers and you can be warm when it is cold."
(Place a few extra feathers near owl on the board.)

So owl flew away to ask all the birds in the desert to meet at the tall saguaro the next morning.
(Take owl and sun off the board.)

The desert birds were very excited. They all wanted to see this strange and different bird who had no feathers.
(Add other birds, as many as desired.)

The next day, as the sun filled the sky with light,
(Place sun on board again.)

all the birds in the desert came to the saguaro where Ku-Bird sat.

# "Ku Bird - a Yaqui Folktale"

**Text (continued)**

(Add single feathers and place them on the birds.)

Ku Bird felt so ashamed! Without feathers, he felt so different from other birds! But all the birds felt sorry for Ku-Bird and each one gave him a feather.
(Take single feathers from birds and put them on Ku-Bird.)

Everyone helped and Ku-Bird had a beautiful coat of a thousand colored feathers.
(Continue to place single feathers on Ku-Bird.)

"Thank you," said Ku-Bird, "Thank you for lending me all these beautiful feathers. I promise that I will return them when I have many feathers of my own."
(Remove everything except the sun and cactus from the board; move the sun and cactus to new positions, as you begin the next lines of the story.)

And Ku-Bird flew away to visit a water-hole filled with clear, fresh water.
(Place water-hole and trees on flannel board.)

Many beautiful birds came to drink at the water-hole and they all admired Ku-Bird's beautiful coat of a thousand colors.
(Place Ku-Bird and other birds around the water-hole.)

But before long Ku-Bird flew away from the water-hole and was never seen again.
(Remove Ku-Bird.)

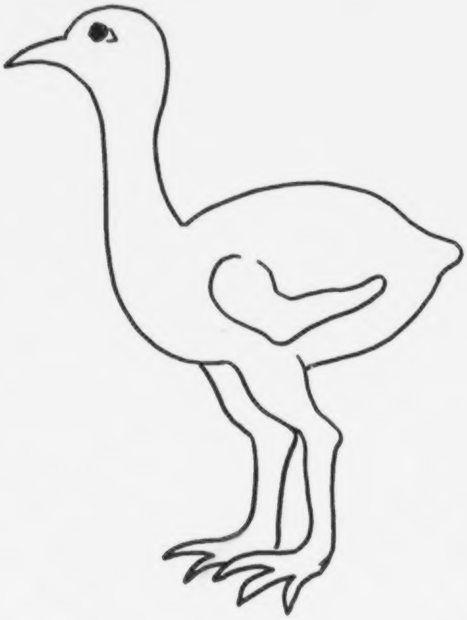
Owl and all the other birds looked everywhere for Ku-Bird -
(Add owl to the birds.)

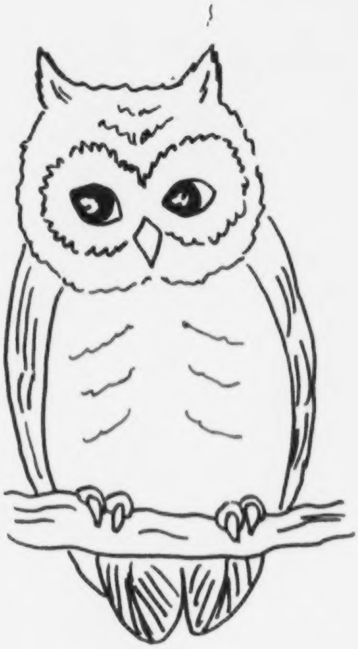
around the water-hole, (Point.)
under the cactus, (Point.)
and in every tree. (Point.)

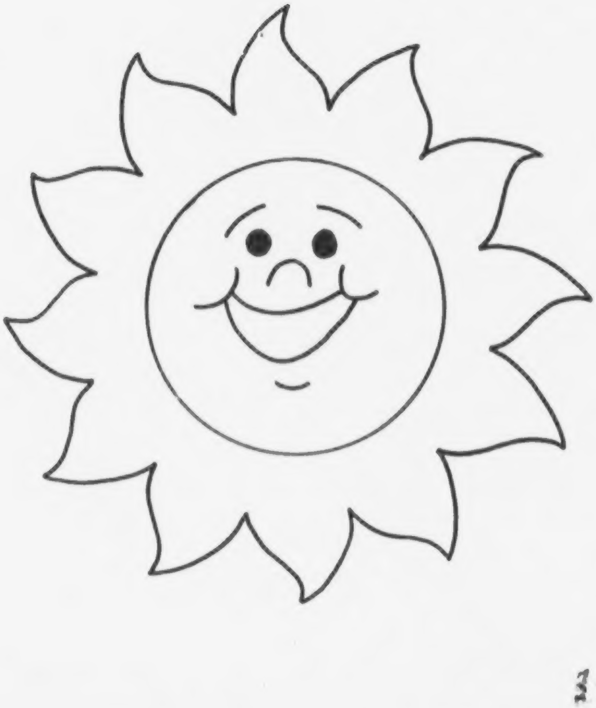
But Ku-Bird could not be found. Some people say that Ku-Bird is far, far away and they think Owl is calling Ku-Bird when Owl says, "Ku-ku-ku."

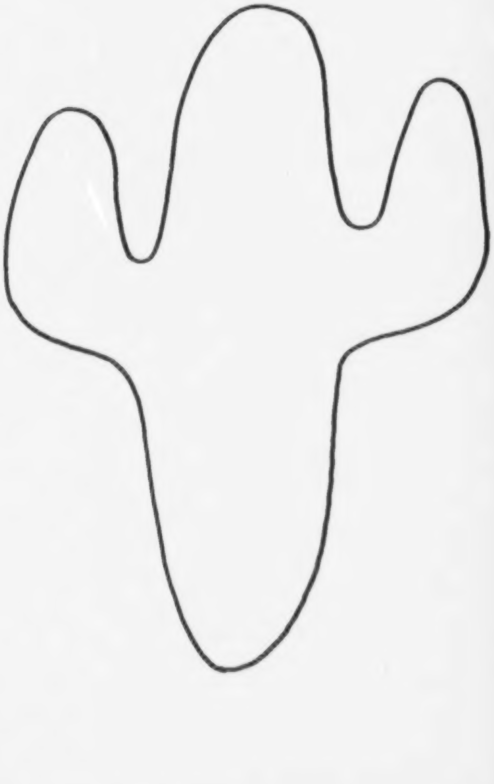
But no one has seen Ku-Bird and he has not returned any of the feathers he borrowed from the birds.

# Flannel Board Patterns

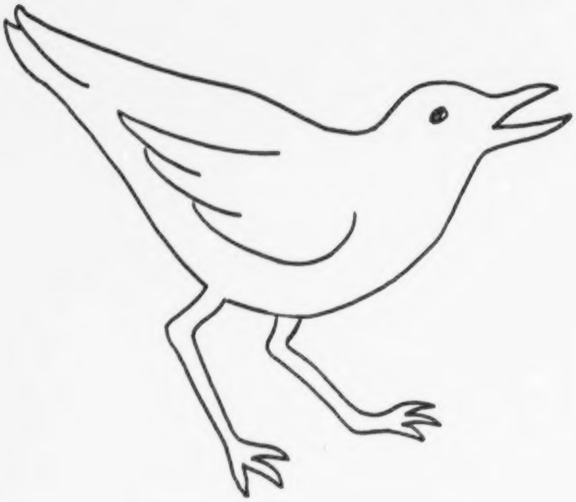


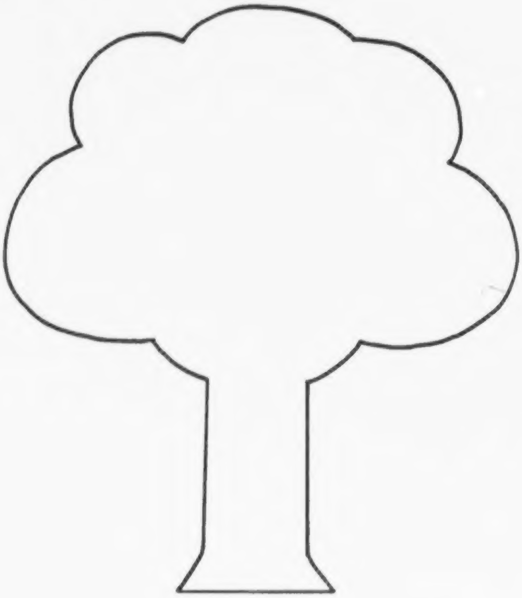


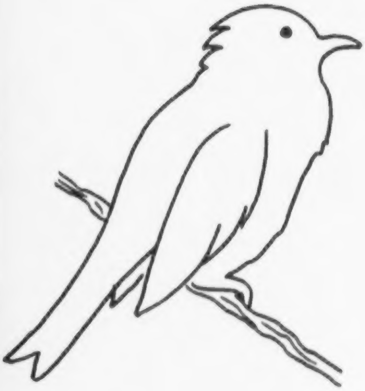


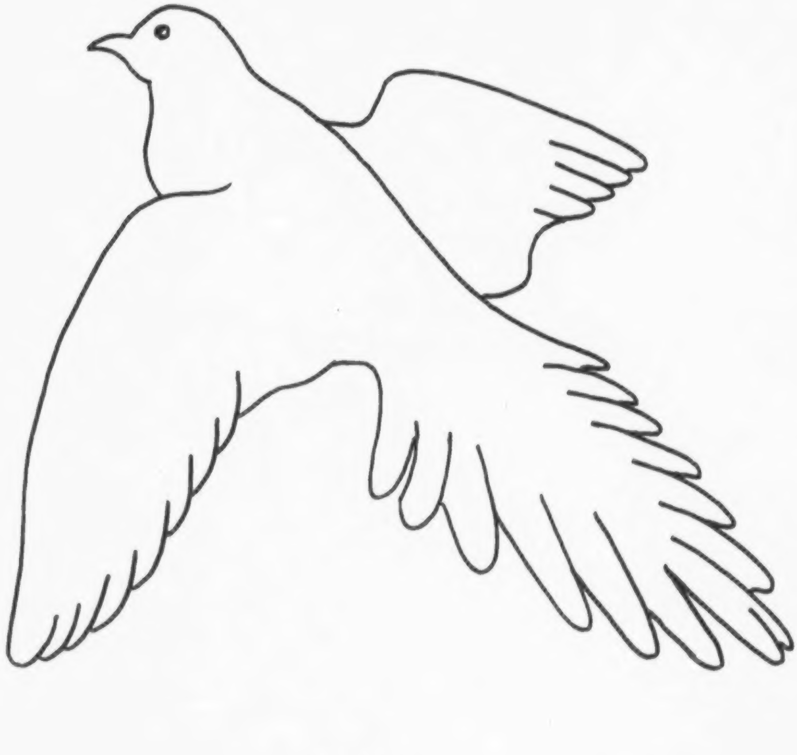


# Flannel Board Patterns









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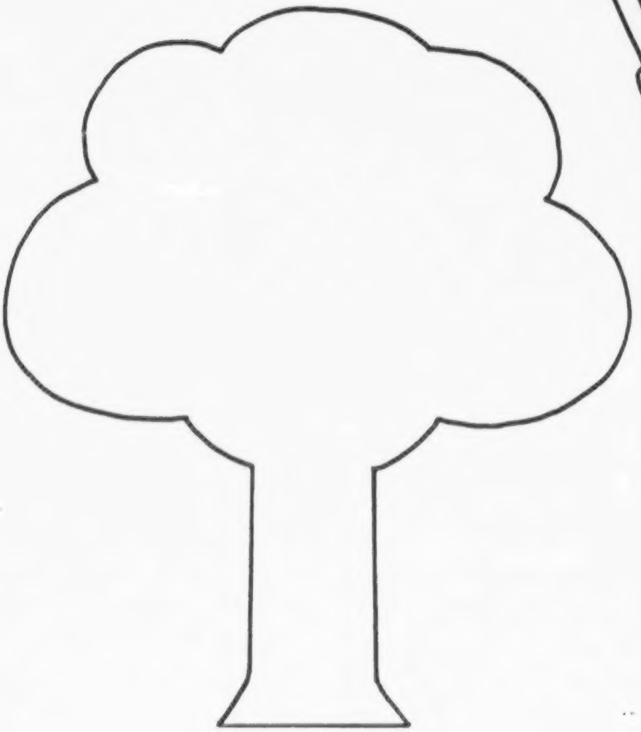
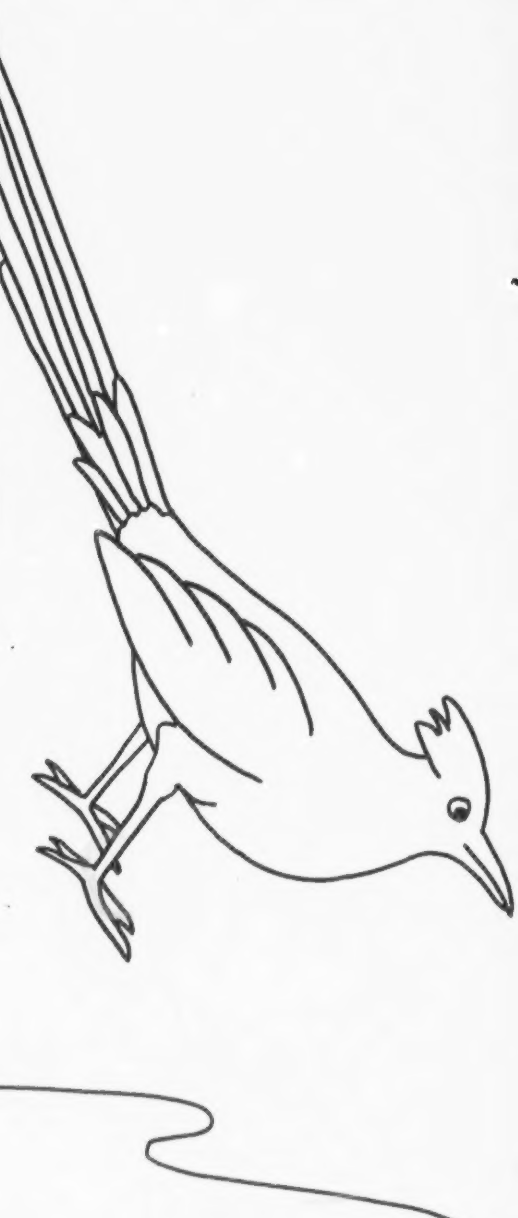
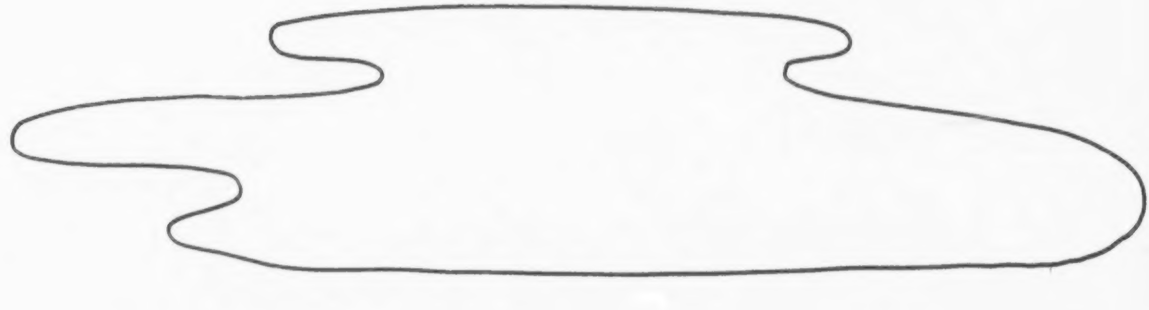






# Activity: Loop de Loo

**Learning Objective**

To strengthen large motor skills and body awareness

**Group Size**

Whole group

**Materials Needed**

- Cassette tape: "Loop de Loo" from *Shake it to the One That You Love Best.* Collected and adapted by Cheryl Warren Mattox. El Sobrante, CA, Warren-Mattox Productions, 1989
- Tape player

**Suggested Procedure**

1. Ask children to sit in a circle with enough space between them so that they can move without bumping other children.

2. Explain to children that the song you will play is about taking a bath and washing parts of your body - right hand, left hand, etc.

3. Listen to the song. Sing along if you wish.

4. Ask the group to stand and act out the motions.

**Extension of the Activity**

1. Make up other verses and invite children to create new verses; e.g., "Put your head in... (your neck, your ear, your heel, etc.)

# Session 18 Taking Care of Myself

| | |
|---|---|
| **Child Sign-In** | (See Session 1, Pages 41-42.) |
| **Free-Choice Activities**<br>(45 minutes) | EMERGENT CURRICULUM AND PROJECTS<br>1. Art Center<br>2. Block Center<br>3. Dramatic Play and Family Living (See the Appendix, Page 237, for a list of suggested multicultural props.)<br>4. Language and Literacy Center (See the Appendix, Page 240, for a list of suggested multicultural books for preschoolers)<br>5. Manipulatives<br>6. Other:______________________________<br>OBJECTIVES-BASED CURRICULUM<br>7. Water Table - Bathing Babies (See Session 17, Page 183.)<br>8. Cooking Healthy Foods - Corn is Maize (See Session 18, Pages 195-197.) |
| **Break**<br>(15 minutes) | Clean-Up<br>Bathroom and Handwashing |
| **Snack**<br>(20 minutes) | |
| **Large Group**<br>(20 minutes) | 1. Greeting Song (See the Appendix, Pages 244-245.)<br>2. Read a Story Aloud: *Bright Eyes, Brown Skin* by Cheryl W. Hudson and Bernette G. Ford (See Session 18, Page 198.) |
| **Parent/Child Activity**<br>(25 minutes) | 1. Community Visitor (See Session 18, Page 199.) |
| **Break**<br>(10 minutes) | Bathroom and Handwashing |
| **Closing Group**<br>(15 minutes) | 1. Reflections on the Session (See the Introduction, Pages 29-30, for information on this part of Closing Group.)<br>2. Affirmations (See Session 1, Page 49.) |

## Activity: Cooking Healthy Food – Corn Is Maize

**Learning Objectives**

To strengthen social skills
To strengthen cultural appreciation

**Group Size**

Small group

**Materials Needed**

- *Corn Is Maize: The Gift of the Indians* by Aliki. N.Y., Crowell, 1976
- A variety of corn products; e.g., popcorn, corn tortillas, corn meal, canned corn or a fresh ear of corn, corn syrup, etc.
- Margarine tubs or other small plastic containers
- Plastic spoons
- Corn husks, corn silk, cobs or any parts of the corn plant you can locate
- Ingredients and utensils for one of the corn recipes (see Session 18, Pages 196-197), or substitute a corn recipe of your choice

**Suggested Procedure**

1. Everyone washes their hands before cooking.

2. Put small amounts of various corn products in plastic containers. Allow children to feel or stir these, and to taste some of the different types of corn products.

3. Have the book *Corn Is Maize* available to show children pictures of corn plants. Allow children to feel the husks, silk, cob or any parts of the plant you are able to have available.

4. Point out that there are many ways to eat corn and different families can cook corn in many different ways.

5. Encourage the children to work together to help prepare the corn recipe you have selected. Children can assist with measuring, pouring, stirring, setting the table and serving the snack.

**Extensions of the Activity**

1. Invite a parent or visitor to demonstrate for the group how a matate was used to grind corn.

2. Serve the food which the children prepared at snack time. Point out that corn is a very healthy food which helps the body grow healthy and strong. Invite children to talk about how they eat corn at home, on the cob, popcorn, corn cereal, corn tortillas, cornbread, etc.

# Recipes

## CHILI AND CHEESE SPOONBREAD

**Ingredients**

1 15-16 oz. can cream style corn
1/3 c. canola oil
3/4 c. milk
2 eggs
1 c. yellow corn meal
1 t. salt
1 t. baking powder
1/2 t. baking soda
1/3 c. canned, diced green chilis
1-1/2 c. grated longhorn cheese

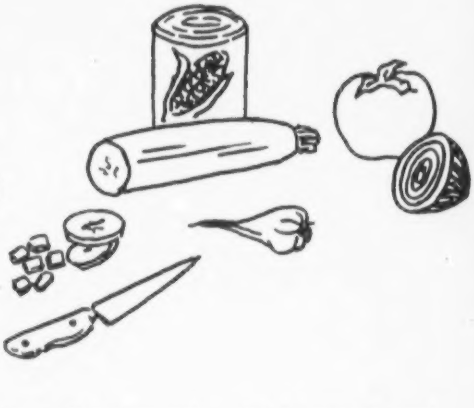
**Suggested**

1. Mix together the corn, oil, milk and eggs. Mix the salt, baking powder and soda with the corn meal. Add to the corn mixture. Pour half of the batter into a 9" x 9" greased and floured pan. Sprinkle with the chilis and half of the cheese. Spoon the remaining batter on top. Sprinkle the rest of the cheese on top. Bake at 400° for 45 minutes.

## CORN AND SQUASH

**Ingredients**

1 16-oz. can of corn
1/4 lb. mild cheese
1 lb. of small diced squash
3 tomatoes, peeled and diced into small pieces
2 t. salt
1 clove garlic
1/2 onion, chopped
2 T. oil



**Suggested Procedure**

1. Cook onion and garlic in oil until softened. Add squash and cook until soft. Add corn, tomatoes and salt. Serve individual portions and sprinkle cheese on top.

# Recipe

## HOMINY WITH BACON

**Ingredients**

6 slices bacon
1/2 c. chopped onion
2 16-oz. cans of hominy
1/2 t. basil leaves
1/4 t. salt
1/4 t. pepper

**Suggested Procedure**

1. Use a frying pan with a non-stick surface. Cook the bacon until crisp and browned. Drain on paper towels. Pour off most of the fat. Cook the chopped onion until soft. Drain the liquid from the hominy. Add to the onion. Stir in bacon and seasonings. Simmer for about 5 minutes.

# Activity: Read a Story Aloud

**Learning Objective**

To strengthen language and communication skills

**Group Size**

Whole group

**Materials Needed**

- *Bright Eyes, Brown Skin* by Cheryl W. Hudson and Bernette G. Ford. Orange, N.J., Just Us Books, 1990.

**Suggested Procedure**

1. Read the story aloud.
2. Facilitate a discussion with the children about the ways in which they can take care of themselves.
3. Use the suggested process questions along with the pictures in the story or create some questions of your own to prompt and guide the discussion.

**Suggested Process Questions**

1. Do you see any foods you like in this picture? Which foods help your body grow strong and healthy?
2. How do you take care of your hair? Is it a good idea to use someone else's comb? Toothbrush? Drinking cup?
3. Do you think the children in the story are having fun? Getting exercise? What are they doing that you would like to do for fun? Exercise?
4. How do you feel about being tickled? Tickling other people?

## Parent/Child Activity: Community Visitor – Health or Safety

**Learning Objective**

To strengthen coping skills

**Group Size**

Whole group

Suggested community visitors:

1. Fire department, fire prevention and safety officers
2. Dentist, dental hygienist, doctor, nurse or non-traditional healer
3. Bicycle safety program, water safety program
4. Puppet theater programs on safety, problem-solving or healthy lifestyles

**Suggested Procedure**

1. Preparation needs to begin well in advance of the session in conjunction with the parent group. Parents may identify topics which are important to them or community resources and individuals who would visit the program.

2. Locate the health and safety resources available in your community. Select a visitor or field trip which best meets the needs of your group.

3. If the visitor or field trip you choose is not used to working with preschoolers, you may need to guide the planning of the event. Preschoolers' attention span, desire for activity rather than long periods of talk or direct teaching, need to touch, feel, explore, etc., are important considerations for your visitor or field trip host.

# Session 19 Taking Care of Myself

| | |
|---|---|
| **Child Sign-In** | (See Session 1, Pages 41-42.) |
| **Free-Choice Activities**<br>(45 minutes) | EMERGENT CURRICULUM AND PROJECTS<br>1. Art Center<br>2. Block Center<br>3. Dramatic Play and Family Living (See the Appendix, Page 237, for a list of suggested multicultural props.)<br>4. Language and Literacy Center (See the Appendix, Page 240, for a list of suggested multicultural books for preschoolers.)<br>5. Manipulatives<br>6. Other:________________________<br>OBJECTIVES-BASED CURRICULUM<br>7. Cooking Healthy Foods - Pasta (See Session 19, Pages 203-204.)<br>8. Scroll Books - How To Be Safe and Healthy (See Session 19, Pages 205-206.) |
| **Break**<br>(15 minutes) | Clean-up<br>Bathroom and Handwashing |
| **Snack**<br>(20 minutes) | |
| **Large Group**<br>(20 minutes) | 1. Greeting Song (See the Appendix, Pages 244-245.)<br>2. Read a Story Aloud: *It's My Body / Mi Cuerpo Es Mio* by Lory Freeman (See Session 19, Page 207.) |
| **Large Motor Activity**<br>(20 minutes) | 1. Outdoor free play and large motor activity, OR<br>2. Hap Palmer *Learning Basic Skills Through Music: Health and Safety* (See Session 19, Page 208.) |
| **Break**<br>(10 minutes) | Bathroom and Handwashing |
| **Closing Group**<br>(15 minutes) | 1. Relaxation exercise (See Session 13, Pages 151-152.)<br>2. Reflections on the Session (See the Introduction, Pages 29-30, for information on this part of Closing Group.)<br>3. Affirmations (See Session 1, Page 49.) |

# Activity: Cooking Healthy Foods - Pasta

**Learning Objectives**

To strengthen social skills
To strengthen coping skills through increased awareness of kitchen safety

**Group Size**

Small group of 2-3 children

**Materials Needed**

- *Cooking the Japanese Way* by Reiko Weston (Easy Menu Ethnic Cookbook) Minneapolis, Luner Publications Company, 1983.
- Utensils and ingredients for "Japanese Noodles and Broth" from the above book or select another pasta recipe for your group
- An alternate recipe for Japanese noodles is provided on Page 204.
- Chopsticks, an individual serving bowl, a small dish for the dipping sauce (optional)
- A copy of the recipe on a large sheet of paper or a scroll. Include the Japanese name for the dish if possible.
- A variety of pasta in different sizes, shapes, colors, etc., including pastas used in varied ethnic cooking; e.g., Italian, Oriental
- Containers for the pastas

**Suggested Procedure**

1. Post a copy of the recipe printed on a scroll or butcher paper.

2. Everyone who helps with cooking washes his/her hands before cooking.

3. Show children the different kinds of pasta. Allow them to feel it. Discuss the sizes, shapes and uses of many different kinds of pasta. Ask children what kind of pasta they eat at home.

4. Invite children to assist with measuring, pouring and mixing ingredients for the broth or dipping sauce.

5. Encourage children to take turns, share utensils and cooperate to prepare and serve the snack.

6. Demonstrate the safe use of knives, stove or other heating equipment, hot water, etc. Children may also assist in setting the table and serving the snack.

7. When the snack is served, recognize the "cooks" who helped to prepare it and comment on the value of working together to prepare something which the whole group enjoys.

# Recipe

## Japanese Noodles and Broth

**Ingredients**

12 ounces oriental noodles, uncooked
4-1/2 cups of water
3 bullion cubes
6 tablespoons soy sauce
1-1/2 tablespoons sugar
1 cucumber, chopped

**Preparation**

1. Cook noodles in 2-1/2 quarts of boiling water about 20 minutes or until soft. Drain and rinse in cold water.
2. Combine next four ingredients and bring to a boil. Add noodles and bring to a boil again.
3. Serve individual portions of cooked noodles with broth and garnish with chopped cucumber.

# Activity: Scroll Books
# How To Be Safe and Healthy

**Learning Objectives**

To strengthen fine motor skills
To strengthen cultural appreciation

**Group Size**

Individual

**Materials Needed**

For each book:

- Cardboard tube from empty paper towel roll, or 1" dowel rod about 10"-12" in length
- 24"-30" sheet of butcher paper or computer paper about 8" wide
- Child scissors
- Glue stick
- Magazine pictures related to health and safety such as nutritious foods, toothbrushes, soap, people exercising, etc.
- Ribbon or yarn (10" piece) to hold the scroll closed
- Transparent packaging tape

**Preparation**

1. Assemble a scroll book as an example. Tape one end of the sheet of paper to the cardboard tube or dowel rod. Tape the ribbon to the outside edge of the free end of the paper. Roll up the scroll. Use the ribbon to tie the book closed.

**Suggested Procedure**

1. Discuss with children what will help them be healthy and safe.

2. Show children the assembled scroll and point out that books can be made in different ways.

3. Invite children to cut out pictures of things which help them keep safe and healthy. Use the glue stick to glue the pictures on one side of the sheet of paper. Leave a four inch margin at the top for fastening to the rod or tube.

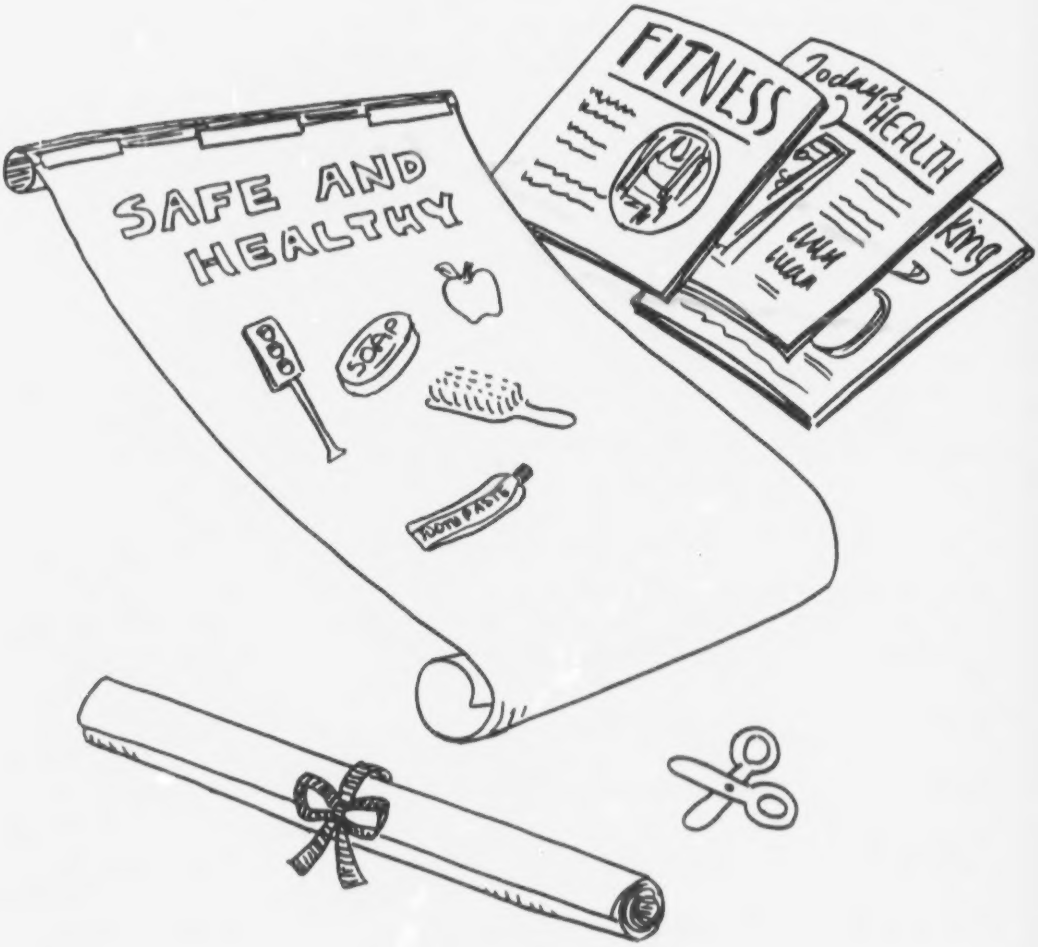
4. If desired, add any dictation the child would like.

5. Assist children to tape one end of the paper to the cardboard tube or dowel rod. Fasten the ribbon or yarn to one outer edge of the free end of the paper. Tie the ribbon to hold the scroll closed.

## Activity: Scroll Books
## How to be Safe and Healthy

**Extensions of the Activity**

1. Scroll books can be made using other media such as sponge, styrofoam, ink pad or other types of printing, stencils, tracing, watercolor paints, etc.
2. At group time, invite children to show their scroll books to others.


FITNESS
Today's HEALTH
king
SAFE AND HEALTHY
SOAP
TOOTH PASTE

## Activity: Read a Story Aloud

**Learning Objective**

To strengthen language and communication skills

**Group Size**

Whole group

**Materials Needed**

- *It's My Body / Mi Cuerpo Es Mio* by Lory Freeman. Translation by Lois Dunn. Seattle, WA., Parenting Press, Inc., 1982

**Suggested Procedure**

1. Read the story aloud.
2. Use the suggested process questions or create your own to prompt and guide a discussion of personal health and safety with the group of children.

**Suggested Process Questions**

1. What are some of the things you can do everyday to take care of your body? (E.g.; bathing, brushing teeth, first aid for cuts, etc.)
2. Who helps you when you get hurt? Get sick?
3. How do you share your body with friends? People in your family? A nurse or doctor?
4. What can you say when you do not want to share your body?
5. Who can help you if someone wants you to share your body when you don't want to?

## Activity: Movement to Music – Health & Safety

**Learning Objectives**

To strengthen large motor skills

**Group Size**

Whole group

**Materials Needed**

- Cassette tape: *Learning Basic Skills Through Music: Health and Safety* (Hap Palmer) AC526. Educational Activities, Inc. Freeport, NY 1969
- Tape recorder

**Suggested Procedure**

1. Select any of the songs which you think most relevant for your group of children.
2. Play the songs on the tape recorder.
3. Use the suggested movements or create your own. Sing along and pantomime the actions.

# Session 20 Taking Care of Myself

| | |
|---|---|
| **Child Sign-In** | (See Session 1, Pages 41-42.) |
| **Free-Choice Activities**<br>(45 minutes) | EMERGENT CURRICULUM AND PROJECTS<br>1. Art Center<br>2. Block Center<br>3. Dramatic Play and Family Living (See the Appendix, Page 237, for a list of suggested multicultural props.)<br>4. Language and Literacy Center (See the Appendix, Page 240, for a list of suggested multicultural books for preschoolers.)<br>5. Manipulatives<br>6. Other:____________________<br>OBJECTIVES-BASED CURRICULUM<br>7. Scroll Books: How To Be Healthy and Safe (See Session 19, Pages 205-206.)<br>8. Safety Town (See Session 20, Pages 211-213.) |
| **Break**<br>(15 minutes) | Clean-up<br>Bathroom and Handwashing |
| **Snack**<br>(20 minutes) | |
| **Large Group**<br>(20 minutes) | 1. Greeting Song (See the Appendix, Pages 244-245.)<br>2. Read a Story Aloud: *Coco Can't Wait* by Taro Gomi (See Session 20, Page 214.)<br>3. Prepare children for Parent/Child Activity (See Session 20, Pages 215-217.) |
| **Parent/Child Activity**<br>(25 minutes) | 1. Accidents Will Happen (See Session 20, Pages 215-217.) |
| **Break**<br>(10 minutes) | Bathroom and Handwashing |
| **Closing Group**<br>(15 minutes) | 1. Reflections on the Session (See the Introduction, Pages 29-30, for information on this part of Closing Group.)<br>2. Affirmations (See Session 1, Page 49.) |

# Activity: Safety Town

**Learning Objectives**

To strengthen social skills through cooperative activity

To strengthen coping skills through increased awareness of safety situations

**Group Size**

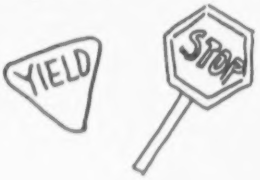
Small group

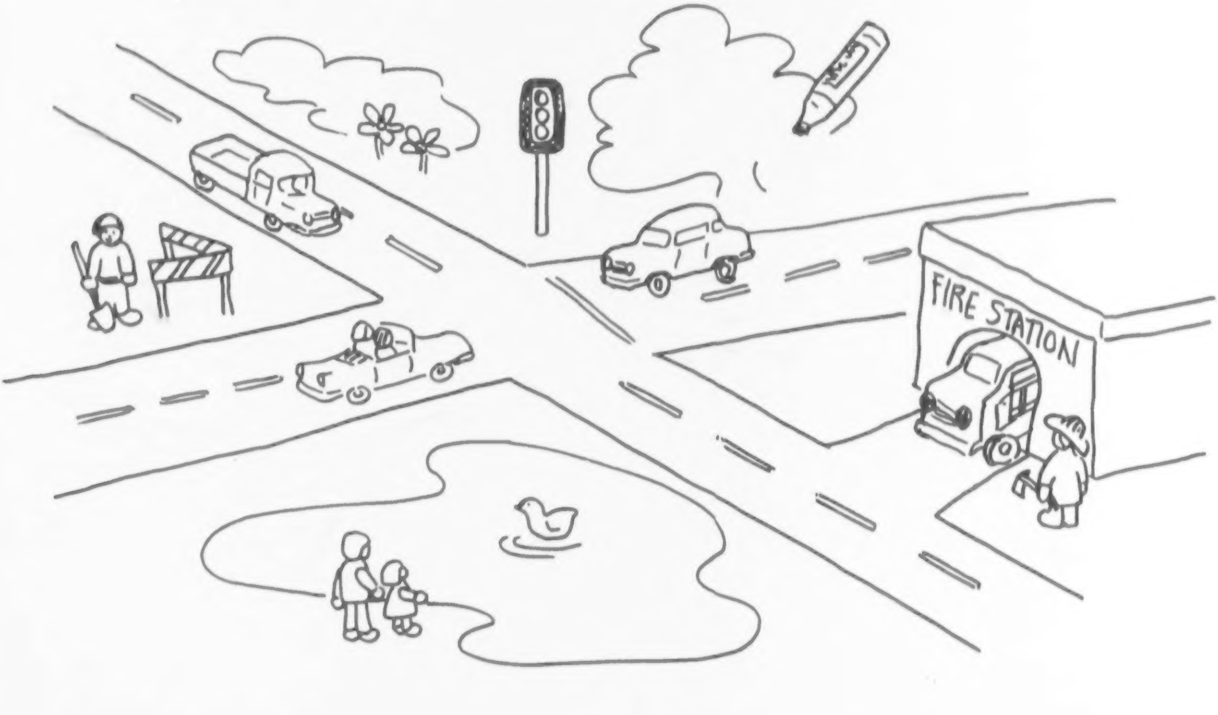
**Materials Needed**

- Butcher paper
- Tape
- Colored markers
- Glue stick
- Road signs
- Children's scissors
- Small cars and community vehicles such as fire truck, police car, school bus
- Community helper figures and people figures

**Teacher Preparation**

1. Cut a sheet of butcher paper large enough to be taped to the top of a children's classroom table.
2. Fold the ends and tape to the underside of the table.
3. Photocopy road signs for children to color and cut out.





## Activity: Safety Town

**Suggested Procedure**

1. Ask children to work together to plan and draw roads, railroad tracks, crosswalks, trees, houses, etc., on the butcher paper.
2. Traffic signs may also be colored, cut-out and glued onto the butcher paper.
3. Encourage play with vehicles and people figures.
4. Discuss safety situations with the children as opportunities arise during play.

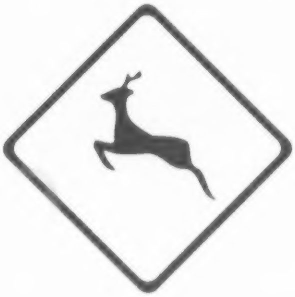
**Suggested Process Questions**

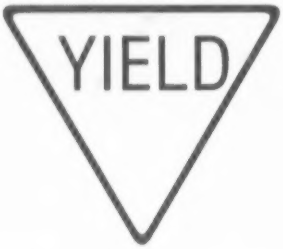
1. What would happen if ____________________________?
2. Who helps out when there is a fire (someone is hurt, etc.)
3. Why do we have rules about traffic? traffic signs?

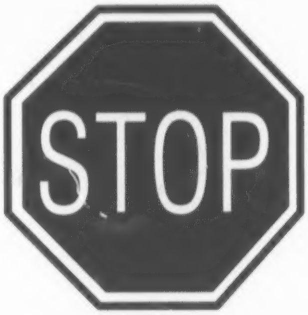
**Extension of the Activity**

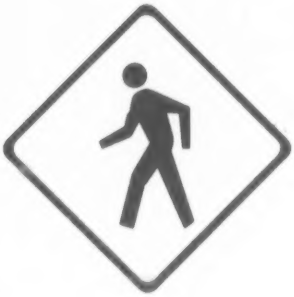
1. Add a play telephone to the learning center. Teach children how to dial 911 for help.

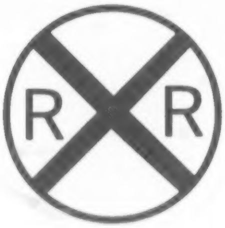
# Traffic Sign Patterns

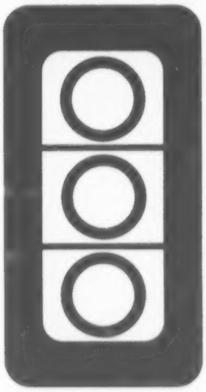


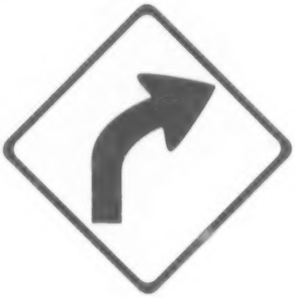


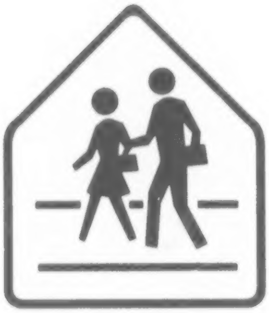


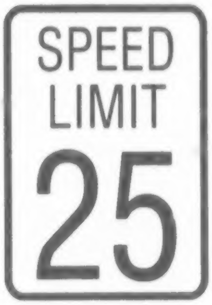








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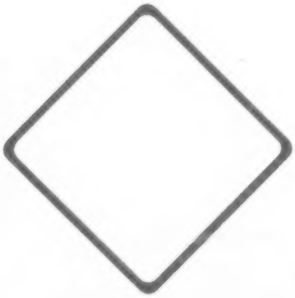
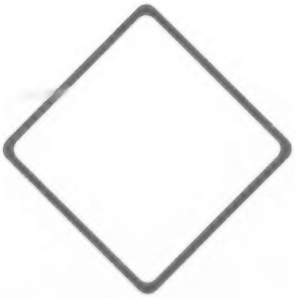
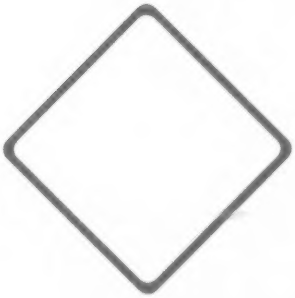






## Activity: Read a Story Aloud

**Learning Objective**

To strengthen language skills

**Group Size**

Whole group

**Materials Needed**

- *Coco Can't Wait* by Taro Gomi. Puffin, 1985

Other children's books on safety which could also be used:

- *I'm Lost* by Elizabeth Crary.
- *Lost* by David McPhail. Boston, Joy Street Books, 1990.
- Safety Town Books by Dorothy Chlad. Chicago, Children's Press. (English and Spanish versions available.)
  - *Matches, Lighters, and Firecrackers / Los Cerillos, Los Encendedores....* 1982
  - *When There is a Fire / Cuando Hay un Incendio*. 1982.
  - *Poisons Make You Sick*. 1982 / *Los Venemos te Hacen Dano*. 1984.
  - *Strangers / Los Desconocidos*. 1982.
  - *Riding on a Bus*. 1985 / *Viajando en Autobus*. 1988.

**Suggested Procedure**

1. Read the selected story aloud.
2. Facilitate a discussion with the children about their extended family. Use children's ideas, comments and responses to the story to develop the discussion.
3. Use the suggested process questions to prompt discussion or develop questions of your own.

**Suggested Process Questions**

1. Is it okay for Coco to decide to go to his grandmother's alone? Why?
2. Did anyone know where he was?
3. How would you feel if your brother (sister, mother, etc.) wasn't at home and you didn't know where they were?
4. What else could Coco have done?

## Parent/Child Activity: Accidents Will Happen

**Learning Objective**

To strengthen coping skills through experience with problem-solving and safety

**Group Size**

Whole group

**Materials Needed**

- Copies of the "Accidents Will Happen" pictures (See Session 20, Pages 216-217.)
- Space for each parent and child to sit together
- Photocopies of the process questions at the bottom of this page.

**Suggested Procedure**

1. Introduce the activity to parents and children as a problem-solving activity. Reassure parents and children that accidents happen sometimes no matter how much we try to avoid them. However, problem-solving about situations in which accidents may occur can help to prevent them.

2. Describe briefly the "Accidents Will Happen" pictures and allow each parent (or parent and child) to select the one they wish to talk about.

3. Parents and children will look at the picture they chose together. The parent will invite the child to explain how an accident might happen.

4. Parents may use the questions to problem-solve the picture with their child.

**Alternate Method**

1. The activity may be done as a whole group. Pictures may be enlarged on a photocopier for use in a whole group, or individual copies may be passed out.

**Process Questions**

1. What kind of accident could happen?

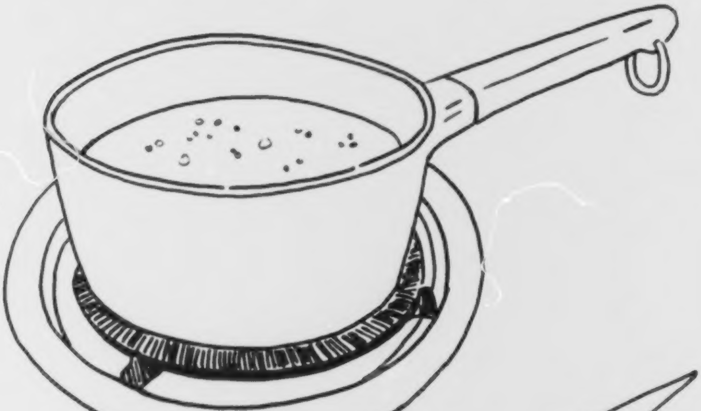
2. Could someone get hurt? How?

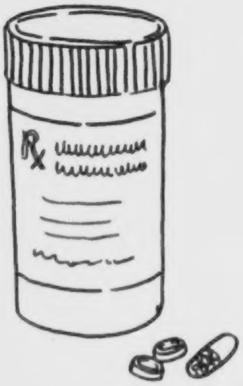
3. What could we do if an accident happens with matches (poisons, broken glass, etc.)

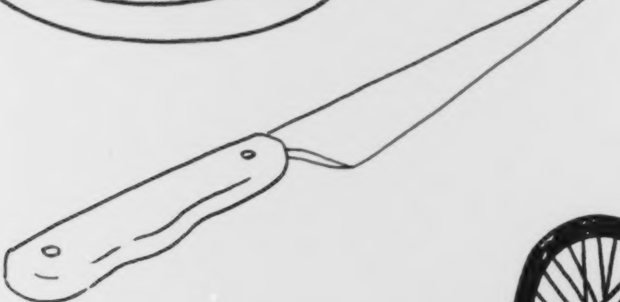
4. What could we do so that the accident doesn't happen?

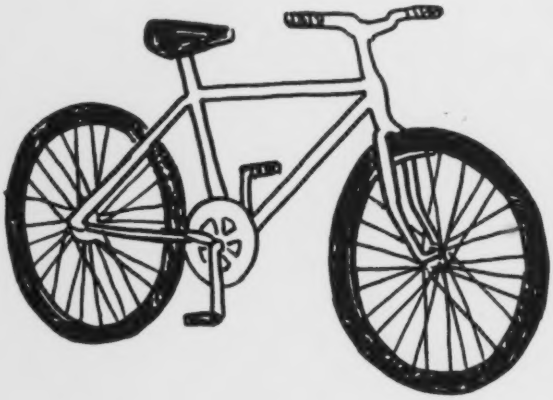
5. When you need help, who can you ask?

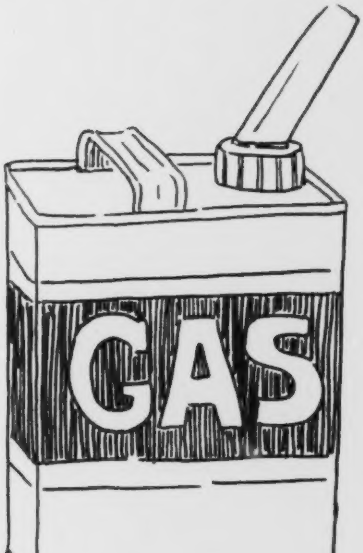
# Accidents Will Happen Pictures

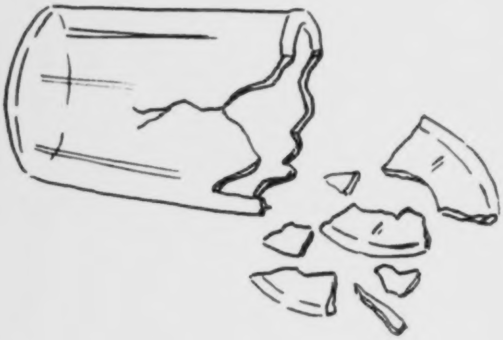




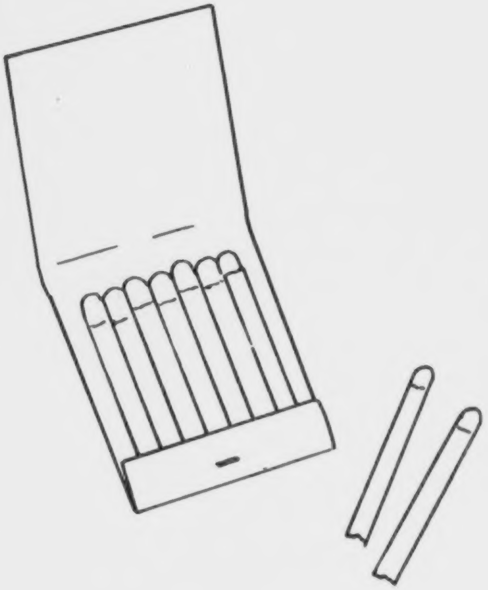


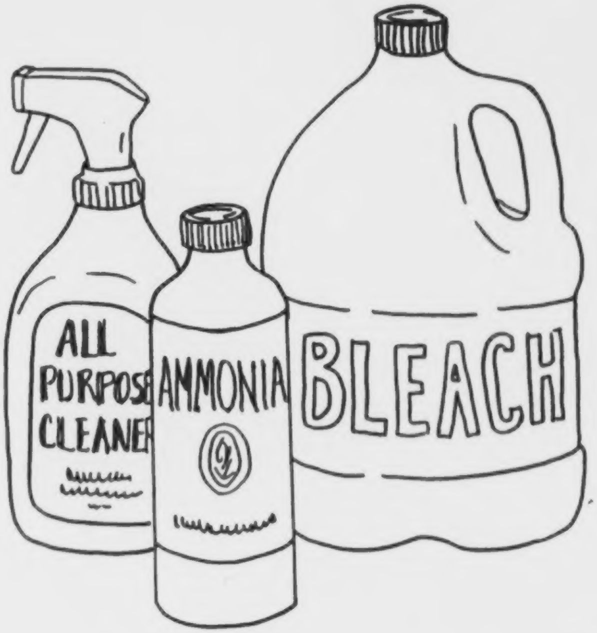






# Accidents Will Happen Pictures

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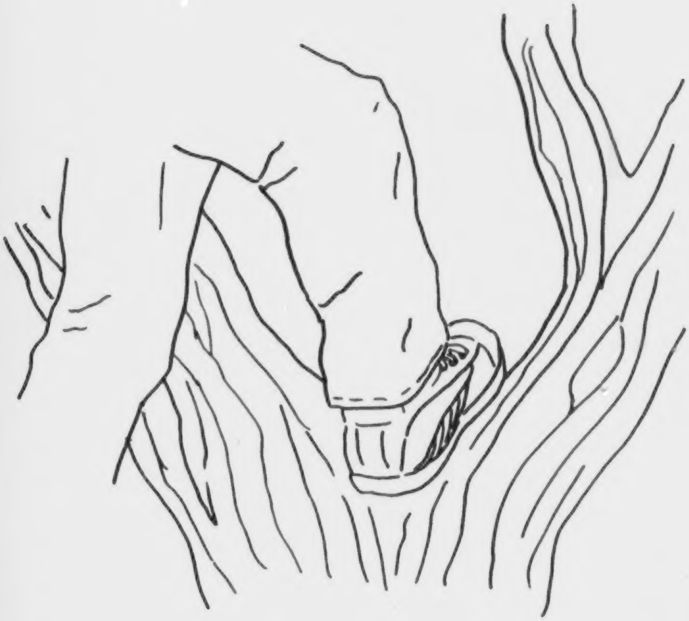
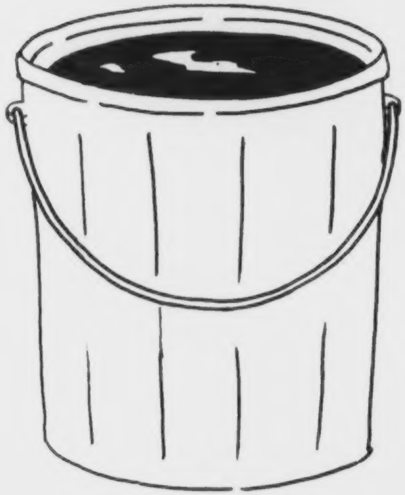
AMMONIA
BLEACH





# Session 21 Having Fun

| | |
|---|---|
| **Child Sign-In** | (See Session 1, Pages 41-42.) |
| **Free-Choice Activities**<br>(45 minutes) | EMERGENT CURRICULUM AND PROJECTS<br>1. Art Center<br>2. Block Center<br>3. Dramatic Play and Family Living (See the Appendix, Page 237, for a list of suggested multicultural props.)<br>4. Language and Literacy Center (See the Appendix, Page 240, for a list of suggested multicultural books for preschoolers.)<br>5. Manipulatives<br>6. Other:______________________<br>OBJECTIVES-BASED CURRICULUM<br>7. Decorate Yourself: Jewelry (See Session 21, Pages 221-223.)<br>8. Sensory Play: Cornstarch Goop (See Session 21, Page 224.) |
| **Break**<br>(15 minutes) | Clean-up<br>Bathroom and Handwashing |
| **Snack**<br>(20 minutes) | |
| **Large Group**<br>(20 minutes) | 1. Greeting Song (See the Appendix, Pages 244-245.)<br>2. Read a Story Aloud: *Good Dog Carl* by Alexandra Day (See Session 21, Page 225.) |
| **Large Motor Activity**<br>(20 minutes) | 1. Outdoor free play and large motor activity, OR<br>2. "Everybody Loves Saturday Night" (See Session 21, Page 226.)<br>3. Continue selected free choice activities, as needed |
| **Break**<br>(10 minutes) | Bathroom and Handwashing |
| **Closing Group**<br>(20 minutes) | 1. Relaxation exercise (See Session 13, Pages 151-152.)<br>2. Reflections on the Session (See the Introduction, Pages 29-30, for information on this part of Closing Group.)<br>3. Affirmations (See Session 1, Page 49.) |

## Activity: Decorate Yourself - Jewelry

**Learning Objectives**

To strengthen fine motor skills
To strengthen cultural appreciation

**Group Size**

Individual

**Materials Needed**

- Wrist bands cut to size as needed (See patterns on Session 21, Page 223.)
- An assortment of cardboard shapes (See Appendix F, for multicultural patterns)
- An assortment of decorating materials such as buttons, sequins, beads, fabric scraps, ribbon, glitter, etc.
- Colored markers
- Glue
- Brushes
- Fasteners including elastic bands, ribbon or yarn, small clothespins or bobbypins, safety pins
- Single hole punch
- Mirror
- Pictures of people wearing various kinds of body adornment. Some may be found in *Cornrows* by Clare Yarborough, N.Y., Coward, McCann and Geoghegan, 1979 (hair braiding and adornment), *Bright Eyes, Brown Skin* by Cheryl W. Hudson and B.C. Ford, Orange, N.J., Just Us Books, 1990 (dressing up, hair grooming)

**Preparation**

1. Use the wrist band patterns to trace and cut out wrist bands. Cut out enough for each child to use several.

2. Use the multicultural patterns in Appendix F to trace and cut out an assortment of shapes or create decorative shapes of your own which are meaningful for the children/families in your group.

**Suggested Procedure**

1. Introduce this activity to children by using the pictures or books to talk about the fun of dressing up and decorating oneself. Be sure to include examples of body adornment used by males as well as females.

2. Invite children to color and/or decorate wrist bands to create bracelets. Cut the wrist band to the right length for each child's wrist. Punch a hole in each end. Cut an elastic band and tie it to each end of the wrist band.

## Activity: Decorate Yourself - Jewelry

**Suggested Procedure (continued)**

3. To add a design, decorate a shape cut from other patterns and glue or staple it to the top of the wristband.

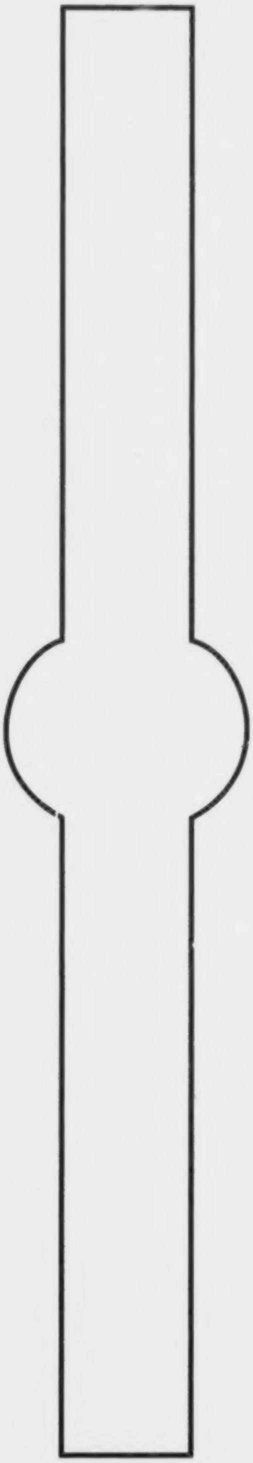
4. Invite children to color or decorate shapes to wear as necklaces, hair ornaments or badges. Punch a hole in each shape and allow each child to string them on yarn or ribbon and wear as necklaces. Use small clothes pins or bobby pins as fasteners for hair ornaments. With older children, use safety pins to fasten badges. If you are concerned about the use of safety pins, badges may be fastened to a button on a child's clothing with a loop of yarn. To do this, punch a hole in the badge; string a short piece of yarn through the hole, tie it so that it forms a loop. Hang the loop over a button and twist it. An elastic band may also be used. Poke the rubber band through the hole in the badge and loop it over itself. Pull the elastic tight and loop the free end over a button.

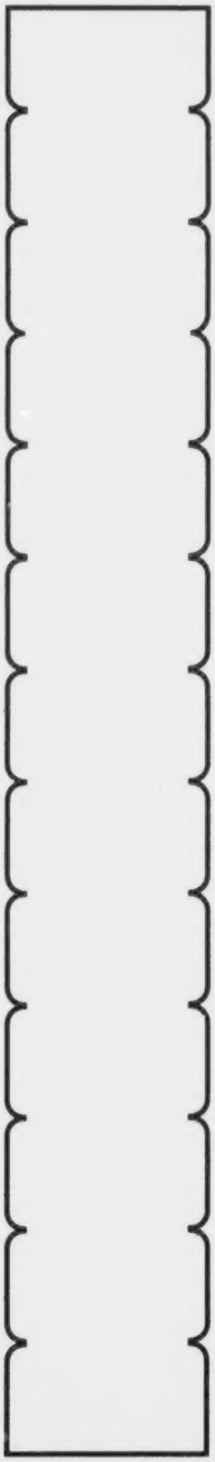
**Extensions of the Activity**

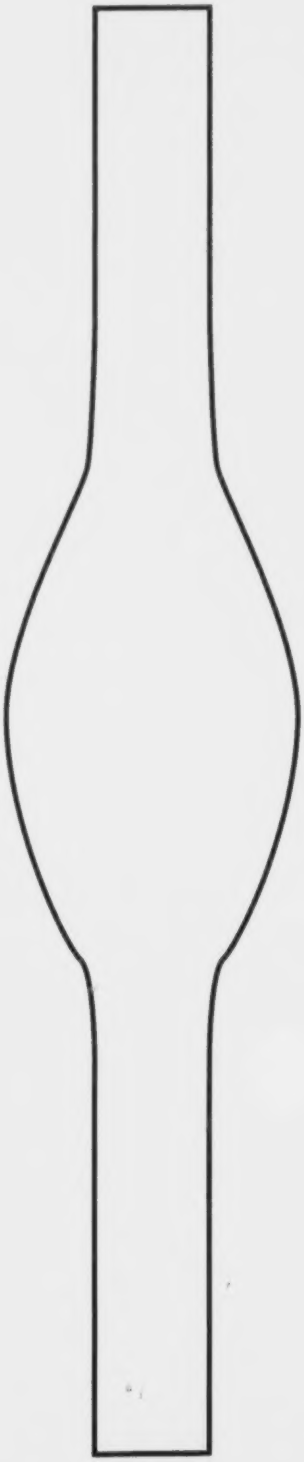
1. At a group time invite volunteers to show others their special symbol. Invite each child to name something they especially like to do in the classroom.

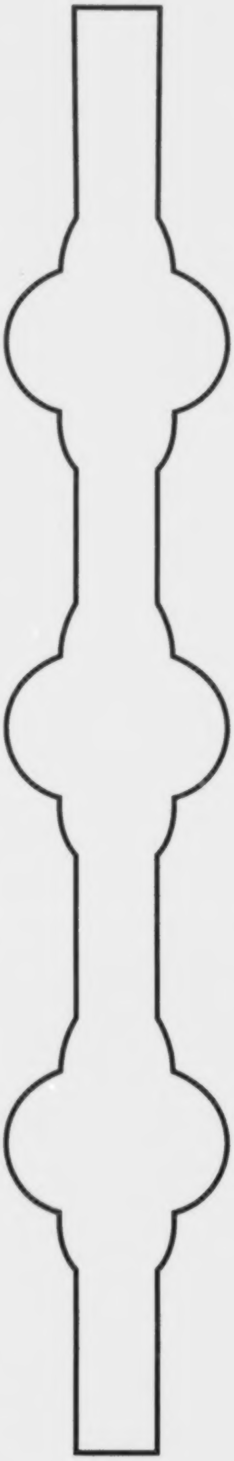
2. Use the English/Spanish poem "You-Tu" from *The Tamarindo Puppy* by Charlotte Pomerantz. N.Y., Mulberry Books, 1980. Copy the poem onto a large sheet of butcher paper. Hang it near the mirror. Recite it in English and Spanish when children use the mirror.

## Wrist Band Patterns









## Activity: Sensory Play – Cornstarch Goop

**Learning Objectives**

To strengthen coping skills through experiences of healthy enjoyment

To strengthen social skills through use of shared materials

**Group Size**

Small group

**Materials Needed**

- Water table
- 6 1-lb. boxes or about 24 cups of cornstarch
- 24 cups of water
- Food coloring or colored tempera
- Measuring cups
- Several plastic bowls

**Suggested Procedure**

CORN STARCH

1. Invite children to take turns measuring and mixing the cornstarch and water to make "goop" for this activity. Assist them as needed to open the box, pour, etc.

2. Children can mix the ingredients with their hands.

3. Allow children to decide what food coloring or tempera to add to the mixture.

4. Encourage children to talk about how the mixture feels, it's color, etc.

5. Add more cornstarch or water and see what happens.

6. Put some "goop" in smaller bowls and allow children to experiment with mixing and adding colors.

**Process Questions**

1. What does your "goop" feel like?

2. Do you like how it feels?

3. What happens when you mix red and blue (____ and ____) coloring?

## Read a Story Aloud

**Learning Objective**

To strengthen language skills

**Group Size**

Whole group

**Materials Needed**

Select one of these books:

- *Good Dog, Carl* by Alexandra Day. Green Tiger Press, 1991
- *Shimmy Shake, Earthquake: Don't Forget to Dance Poems.* Collected and illustrated by Cynthia Jabar. Boston, Little, Brown and Company, 1992
- *My Best Shoes* by Marilee Robin Burton. N.Y., Tambourine Books, 1994

**Suggested Procedure**

1. Read aloud the story or poem(s) you select.

2. Use the story (poems) and illustrations to facilitate a discussion with the children about relaxation and enjoyment. Draw upon the children's interests and comments to expand the discussion.

3. Use the process questions below or create your own to prompt and guide the discussion.

**Suggested Process Questions**

1. What do you like to do for fun? To relax?

2. What are your favorite activities in the classroom?

3. What does it feel like to have fun?

4. Do you think there are any times when it's not okay to have fun? What is that like?

5. What can you do when you feel _______?

## Parent/Child Activity: Music with Ella Jenkins – "Everybody Loves Saturday Night"

**Learning Objective**

To strengthen large motor skills

**Group Size**

Whole group

**Materials Needed**

- Cassette: *Looking Back and Looking Forward,* Side B, Single: "Everybody Loves Saturday Night". Ella Jenkins.
- Tape recorder

**Suggested Procedure**

1. Introduce the song as a folksong from Africa (Ghana) and play it once for the group to listen. Encourage everyone to have a good time with the song.

2. Invite the group to join in with the chorus; then add the verse and substitute days of the week.

3. Add body music such as clapping, hopping, thigh slapping, galloping, skipping, rocking, etc.

**Extensions of the Activity**

1. Sing the chorus in other languages which children and parents know. Ask a parent to help you translate the words.

## Session 22 Saying Goodbye

| | |
|---|---|
| **Child Sign-In** | (See Session 1, Pages 41-42.) |
| **Free-Choice Activities**<br>(45 minutes) | EMERGENT CURRICULUM AND PROJECTS<br>1. Art Center<br>2. Block Center<br>3. Dramatic Play and Family Living (See the Appendix, Page 237, for a list of suggested multicultural props.)<br>4. Language and Literacy Center (See the Appendix, Page 240, for a list of suggested multicultural books for preschoolers.)<br>5. Manipulatives<br>6. Other:______________________<br>OBJECTIVES-BASED CURRICULUM<br>7. Family Celebration Banner – Torn Paper Mosaic (See Session 22, Page 229.)<br>8. Sensory Play: Cornstarch Goop (See Session 21, Page 224.) |
| **Break**<br>(15 minutes) | Bathroom and Handwashing |
| **Snack**<br>(20 minutes) | |
| **Large Group**<br>(20 minutes) | 1. Greeting Song (See the Appendix, Pages 244-245.)<br>2. Read a Story Aloud: *Flap Your Wings and Try* by Charlotte Pomerantz Wood (See Session 22, Page 230.) |
| **Parent/Child Activity**<br>(25 minutes) | 1. Dreamcatchers (See Session 22, Page 231.)<br>2. Prepare parents and children for the Family Outing and Family Celebration in Sessions 23 and 24 |
| **Break**<br>(10 minutes) | Bathroom and Handwashing |
| **Closing Group**<br>(15 minutes) | 1. Reflections on the Session (See the Introduction, Pages 29-30, for information on this part of Closing Group.)<br>2. Affirmations (See Session 1, Page 49.) |

# Activity: Family Celebration Banner – Torn Paper Mosaic Art

**Learning Objectives**

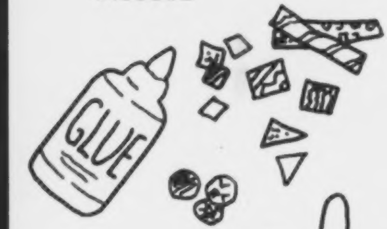
To strengthen social skills
To strengthen fine motor skills

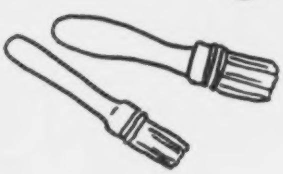
**Group Size**

Small group

**Materials Needed**

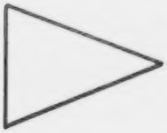
- Scraps of colored or patterned paper torn or cut into pieces about 1"-2" in size
- Gift wrap, tissue, construction paper, etc.
- Glue
- Children's scissors
- Brushes
- Sheet of butcher paper, about 4' long
- Pictures of mosaics (Suggested Sources: public library, books on the Middle East, cards from museum gift shops.)

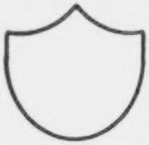


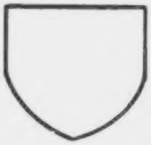


**Preparation**

1. Cut a banner from the butcher paper. Banners are often shaped like one of these:







Or choose another shape such as a star, circle, or one of the shapes used for jewelry in Session 21.

**Suggested Procedure**

1. Use a picture of a mosaic to show children how small colored pieces can be put together to make a picture.

2. Invite children to experiment with tearing or cutting some of the paper.

3. Children may glue the colored paper scraps to the banner in a free design. It is not necessary to fill every part of the butcher paper.

4. Hang the banner as part of the decorations for the family celebration.

## Activity: Read a Story Aloud

**Learning Objectives**

To strengthen language skills
To strengthen coping skills

**Group Size**

Whole group

**Materials Needed**

- *Flap Your Wings and Try* by Charlotte Pomerantz. Greenwillow, 1989.

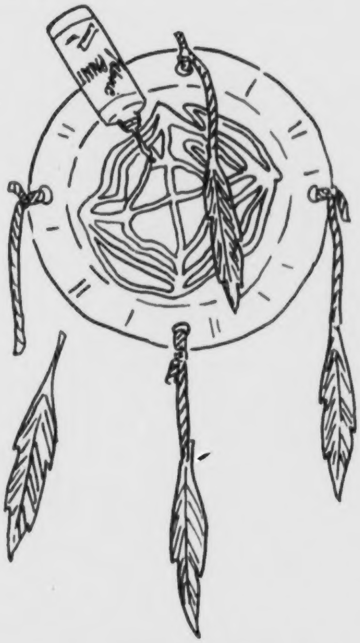
**Suggested Procedure**

1. Read the story aloud to the group.
2. Facilitate a discussion with the children on the topic of efficacy. Draw upon the children's comments, questions, and responses to the story to develop the discussion.
3. Use the suggested process questions or create some of your own to prompt and guide the discussion.
4. Use process question #5 and 6 to begin preparation of children for the end of the program.
5. Describe briefly the plans for the outing and celebration. Remind children that they will be coming two more times for the outing and the celebration with their families.
6. Continue preparation for the end of the program during home visits and the next two sessions.

**Suggested Process Questions**

1. What things are hard for you to do? Easy?
2. How do you feel when something is hard to do?
3. When do you feel proud of yourself? Ashamed? Lonely?
4. Who helps you when something is hard for you?
5. How do you feel when you say goodbye to someone?
6. What can you do when you miss someone special to you?

# Parent/Child Activity: Dream Catchers



**Learning Objectives**

To strengthen coping skills
To strengthen cultural appreciation

**Group Size**

Individual

**Materials Needed**

- Single hole punch
- For each dream catcher:
  8" plastic plate in choice of colors
  Yarn - four pieces 4" in length
  Feathers in several colors
  Fabric paints in several colors

**Suggested Procedure**

1. With hole punch make 4 holes equally spaced around the edge of the paper plate.
2. Attach a piece of yarn to each hole.
3. Invite each child to choose a feather to attach to the end of each piece of yarn.
4. Using fabric paints, each child makes a spider web of paint on the inside of the plate. Allow the paint to dry.
5. The dream catcher may be hung up at home. Photocopy the note for parents (below) and attach it to the "dream catcher."

   **Dream Catchers:** In some families a "dream catcher" is hung above a sleeping baby. Some Native Americans believe it will catch "bad" dreams in the web of the center. The feathered streamers allow good dreams to trickle into the sleeping child's thoughts. Celebrate your family's good dreams, hopes and memories with this dream catcher.

**Extension of the Activity**

1. Read a children's book about dreams, such as:

   *Across the Stream* by Mirra Ginsburg. N.Y., Greenwillow, 1982.
   *Coyote Dreams* by Susan Nunes. N.Y., Atheneum, 1988.
   *Dreams* by Ezra Jack Keats. N.Y., MacMillan, 1974.
   *Dreamcatcher* by Audrey Osofsby. N.Y., Orchard Books, 1992.
   *Matthews Dream* by Leo Lionni. N.Y., Knopf, 1991.
   *The Dream Book* by Margaret Wise Brown. N.Y., Dell, 1991.

# Session 23 Family Outing

**Learning Objectives**

To strengthen social skills
To strengthen coping skills

**Preparation**

1. Families should be involved in planning the outing. Begin preparation for this with the parent group in Session 17 or earlier.

**Family Outing**

1. Session 23 is a preplanned outing for parents, children and staff. Your program parents and staff can plan an outing appropriate for the group. Examples of outings which families have enjoyed are:

   A trip to a children's museum followed by a picnic at a nearby park where there is play equipment for the children to use.

   A visit to the zoo and a cookout at a nearby park.

   A pizza party and family games at the center.

## Session 24 Family Celebration

**Learning Objectives**

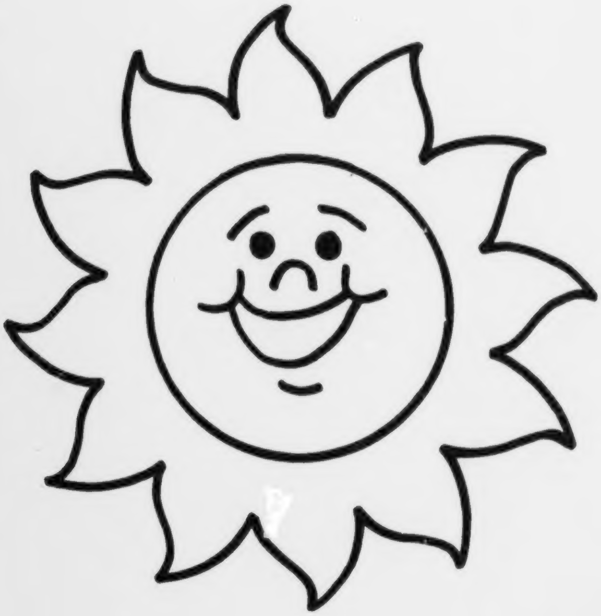
To strengthen social skills
To strengthen coping skills

**Preparation**

1. Families should be involved in planning the celebration. The planning process should begin several weeks ahead of time in Session 17 for example.

**Family Celebration**

1. Your program parents and staff can plan the type of festivity or ceremony which is appropriate for the group.
2. The family celebration should be personally meaningful and culturally relevant for families in the program.
3. The family celebration should recognize both the child and the parent as program participants.



# Appendix A

# Sources of Multicultural Materials for Young Children

This is a selected list of suppliers of multicultural materials. In your own community you may locate resources at ethnic specialty markets, public libraries, museums, museum gift shops, non-traditional gift and card shops, import shops such as Pier I, some fabric stores, and children's book stores. In selecting materials, it is important to be aware of what is authentic for each culture and for the variety of persons, families and traditions within cultures.

Props for the Dramatic Play and Family Living Center should represent the cultures of families in your program. Parents or children may have suggestions for props. They can also identify what is authentic for them. To ensure multicultural representation in the Center, you may wish to include:

- Baskets of various styles and sizes
- Hats and head wear from various cultures
- Household decoration items from various cultures such as weavings, fabrics, baskets, paper flowers, paper fans, straw mats, gourds, etc.
- Multi-ethnic dolls and clothing
- Different types of outerwear such as ponchos, shawls, lengths of fabric to wrap, tunics
- Posters or pictures representing diverse peoples and locales
- Cooking and eating utensils used for ethnic foods
- Empty boxes of food such as rice, beans, corn, plastic fruits and vegetables, etc.

*Cultural Awareness for Children* by Judy Allen and others (see Appendix G, Page 262) is a resource for information on the materials used by cultural groups in the United States.

## Suppliers

ABC School Supply, Inc. - 3312 N. Berkeley Lake Road, P.O. Box 100019, Duluth, GA 30136 - 1-800-669-4ABC, Fax 1-800-93FAX-US

AFRO-AM Educational Materials - Afro-Am Distributing Company - 819 S. Wabash Avenue, Chicago, Il 60605 - (312) 922-1147

## Appendix A Sources of Multicultural Materials for Young Children

**Suppliers (continued)**

Arcoiris Records - P.O. Bos 7428, Berkeley, CA 94707 - (510) 527-5539

Children's Book Press - 1461 9th Avenue, San Francisco, CA 94122 (415) 655-3395, Fax (415) 428-2861

Childs Work/Childs Play - Center for Applied Psychology, Inc., P.O. Box 1586, King of Prussia, PA 19406 - (215) 277-4177, Fax (215) 277-4556

Claudia's Caravan - (Multicultural Multilingual Materials), P.O. Box 1582, Alameda, CA (510) 521-7871, Fax (510) 769-6230

Constructive Playthings - 1227 E. 119th Street, Grandview, MO 64030-1117 - 1-800-448-1412, Fax (816) 761-9295

Education Catalog - Delmar Publishers, Inc., P.O. Box 15015, Albany, N.Y. 12212-5015 - 1-800-347-7707, Fax (518) 464-0301

Global Village Books and Toys - (Anti-Bias products for children, educators and parents) -2210 Wilshire Blvd., Box 262, Santa Monica, CA 90403 - (213) 459-5188

Gryphon House - Early Childhood Book Collection, P.O. Box 275, Mt. Rainier, MD 20712 -800-638-0928, Fax (301) 779-6983

Hispanic Books Bulletin - Hispanic Books Distributors, Inc., 1665 W. Grant Road, Tucson, AZ 85745 - (602) 882-9484, for ordering 800-634-2124, Fax (602) 624-2715

Innovative Learning Publications - 200 Middlefield Road, Menlo Park, CA 94025 - 1-800 552-2259, Fax (800) 333-3328

Kar-Ben - (A Growing Jewish Library for Young Children) - Kar-Ben Copies, Inc., 6800 Tildenwood Lane, Rockville, MD 20852 - (301) 984-8733, Fax (301) 881-9195

Lakeshore Learning Materials - 2695 E. Dominguez Street, P.O. Box 6261, Carson, CA 90749 - (800) 428-4414, Fax (310) 537-5403

National Clearinghouse for Alcohol and Drug Information - P.O. Box 2345, Rockville, MD 20847-2345 -1-800-729-6686

## Appendix A Sources of Multicultural Materials for Young Children

**Suppliers (continued)**

Pier 1 Imports - 1-800-245-4595

Redleaf Press - 450 N. Syndicate, Suite 5, St. Paul, MN 55104-4125 - 1-800-423-8309, Fax (612) 645-0990

Resources for Health and Drug Education - National School Products, 101 E. Braodway, Maryville, TN 37801-2498 - 1-800-251-9124, Fax 1-800-289-3960

Rough Rock Press - (Navajo Curriculum Center) - RRDS-Box 217, Chinle, AZ 86503 - (602) 728-3311, Facsimile (602) 728-3215

Scholastic, Inc., P.O. Box 7502, Jefferson City, MO, 65102-9968. Phone: 1-800-631-1586, Fax (314) 635-5881

Smithsonian/Folkways Recordings - 414 Hungerford Drive, Suite 444, Rockville, MD 20850 (202) 287-3251, Fax (202) 287-3699

# Appendix B Multicultural Books for Preschoolers

There are now many excellent books for young children which represent both diverse human beings and diverse human experiences. More are being published every month. The list which follows is a limited selection. For some of the books listed the general topic of the book is identified in parenthesis after the listing.

## Books

Anholt, Catherine and Laurence. *All About You*. N.Y., Viking, 1991.

*Anholt, Catherine and Laurence. KIDS*. Cambridge, MA., Candlewick Press, 1992 (Diverse ethnicities, preferences, activities and interests).

Brown, Tricia. *Hello Amigos.* N.Y., Henry Holt, 1986.

Carlstrom, Nancy W. *Baby O*. Boston, Little Brown, 1992.

Carter, Jackie. *Helping.* Photographs by James Levin. N.Y., Scholastic Inc., 1993 . (Diversity, cooperation, competence)

Cheltenham Elementary School Kindergartners. *We Are All Alike...We Are All Different.* Photos by Laura Dwight. N.Y., Scholastic Inc., 1991.

Crews, Donald. *Parade.* N.Y., Greenwillow Books, 1983. Also other titles by this author.

Dooley, Norah. *Everybody Cooks Rice.* Illustrated by Peter J. Thornton. Minneapolis, Carolrhoda Books, 1991. (Rice is used by many families in different ways)

Dwight, Laura. *We Can Do It!* N.Y., Checkerboard Press, 1992 (Physically challenged children and their abilities)

Emberley, Rebecca. *Taking a Walk, Caminando.* Boston, Little, Brown and Company, 1990. (Simple bilingual English/Spanish text)

Erickson, Karen and Maureen Roffey. *I Was So Mad.* N.Y., Viking Kestrel, 1987.

Everett, Louise. *Amigo Means Friend.* Illustrated by Sandy Rabinowitz. Mahwah, N.J., Troll Associates, 1988.

## Appendix B Multicultural Books for Preschoolers

**Books (continued)**

Freeman, Lory. *It's My Body / Mi Cuerpo Es Mio* (Spanish translation). Seattle, WA. Parenting Press, c. 1982.

Garza, Carmen Lomas. *Family Pictures - Cuadros de Familia.* Children's Book Press, San Francisco, Ca., 1990.

Geraldine. *The Goat in the Rug.* As told to Charles L. Blood and Martin Link. N.Y., Macmillan, 1990 (Engaging story of the making of a traditional Navajo rug)

Gill, Shelley. *The Alaska Mother Goose.* Homer, Alaska. Paws IV Publishing Co., 1987

Gomi, Taro. *Coco Can't Wait.* N.Y., Morrow, 1984

Greenspun, Adele A. *Daddies.* N.Y., Philomel, 1991

Havill, Juanita. *Treasure Nap.* Illustrated by Elivia Savadier. Houghton Mifflin Co., Boston, 1992. (Family connections and traditions across generations; heritage from Mexico)

Hayes, Sarah. *Eat Up, Gemma.* N.Y., Lathrop, Lee and Shepard Books, 1988 (African-American family; toddler's autonomy)

Hazen, Barbara Shook. *Tight Times.* Puffin Books, 1979. (Family copes with father's loss of job).

Hoffman, Virginia. *Lucy Learns to Weave: Gathering Plants.* Illustrated by Hoke Denetsasie. Chinle, Arizona, Rough Rock Press, 1974. (Navaho traditions, family life, preparation of dyes for weaving)

Hudson, Cheryl Willis and Bernette G. Ford. *Bright Eyes, Brown Skin.* Illustrated by George Ford. Orange, N.J. Just Us Books, 1990. (African-American children; health, self-esteem)

Jernigan, Gisela. *One Green Mesquite Tree.* Illustrated by E. Wesley Jernigan. Tucson, AZ., Harbinger House, Inc., 1988. (Southwestern desert)

Jernigan, Gisela. *Agave Blooms Just Once.* Illustrated by E. Wesley Jernigan. Tucson, AZ., Harbinger House, 1989. (Southwestern desert)

## Appendix B Multicultural Books for Preschoolers

**Books (continued)**

Kachenmeister, Cherryl. *On Monday When it Rained.* Photographs by Tom Berthiaume. Boston, Houghton-Mifflin, 1989. (Feelings)

Keats, Ezra Jack. *Apt. 3.* N.Y., MacMillan Publishing, Aladdin Books, 1986. Also other titles by this author.

Kuklin, Susan. *How My Family Lives in America*. N.Y., Bradbury Press, 1992.

Lazarus, Keo F. *The Billy Goat in the Chili Patch - A Mexican Folktale.* Austin, TX., Steck-Vaughn, 1972. (Problem-solving, competence)

Lewin, Hugh. *Jafta and the Wedding.* Minneapolis, Carolrhoda Books, 1983.

Martin, Francesca. *The Honey Hunters.* Cambridge, Mass., Candlewick Press, 1992.

Milios, Rita. *Yo Soy.* Children's Press, 1990.

Modesitt, Jeanne. *Sometimes I Feel Like a Mouse: A Book About Feelings*. N.Y., Scholastic, 1992.

Moroney, Lynn. *Baby Rattlesnake.* Told by Te Ata. Illustrated by Veg Reisberg. San Francisco, CA., Children's Book Press, 1989. (Native-American folktale; readiness, learning from experience)

Morris, Ann. *Bread, Bread, Bread.* Lothrop, Lee and Sheperd Books, 1989. Other titles by the same author: *Hats, Hats, Hats; Houses and Homes; Tools.*

Nabwire, Constance and Bertha V. Montgomery. *Cooking the African Way.* Minneapolis, Lerner Publications, 1988 (Numerous other titles in the same series)

Scott, Ann Herbert. *On Mother's Lap.* Illustrated by Glo Coalson. N.Y., Clarion Books, 1972. (Native-Alaskan)

Scott, Ann Herbert. *Sam.* Drawings by Symeon Shimin. N.Y., McGraw-Hill, 1967. (African-American family; feelings; problem-solving; family strengths)

## Appendix B Multicultural Books for Preschoolers

Books (continued)

Simon, Norma. *Cats Do, Dogs Don't.* Pictures by Dora Leder. Niles, Ill; Albert Whitman and Company., 1986. (Differences are positive, accepted)

Spiers, Peter. *People.* N.Y., Doubleday, 1980.

Teague, Kati. *Getting Dressed.* (English and Spanish), Toronto, Canada, Editions Renyi Incorporated, 1989. (Independence, self-esteem)

*Tortillitas Para Mama and Other Nursery Rhymes/Spanish and English.* Selected and translated by Margot Griego et al. Illustrated by Barbara Cooney. N.Y., Henry Holt, 1981.

Williams, Vera. *More, More, More Said the Baby.* N.Y., Greenwillow Books, 1990. (Three different families respond to their infants)

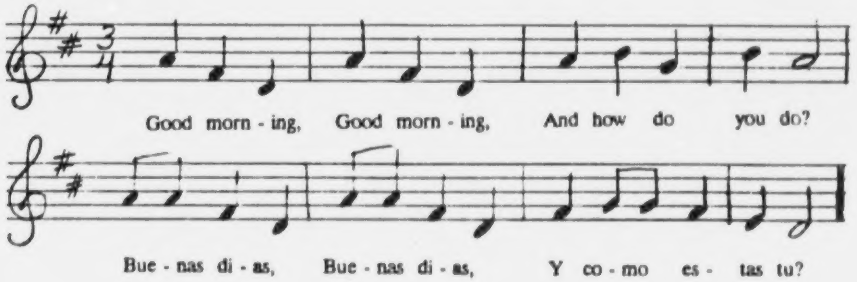
Wyndham, Robert, ed. *Chinese Mother Goose Rhymes.* Pictures by Ed Young. N.Y., Philomel Books, 1968. (English/Chinese texts)

Zolotow, Charlotte. *William's Doll.* Harper & Row, 1972.

# Appendix C Music for Preschoolers

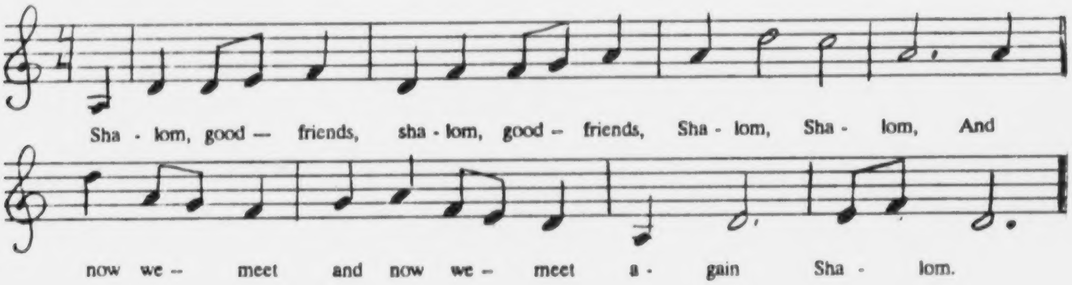
## Greeting and Closing Songs

"Good Morning/Buenas Dias"


Good morn - ing, Good morn - ing, And how do you do?
Bue - nas di - as, Bue - nas di - as, Y co - mo es - tas tu?

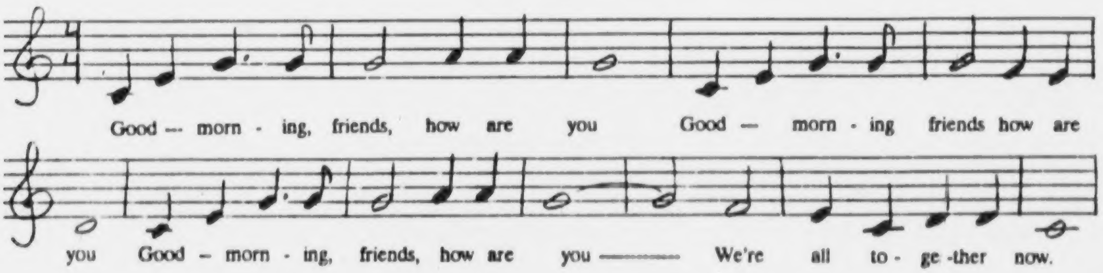
At closing, use the tune with these words: Good bye, good bye, I'll see you next time Adios, adios, Nos vemos otra vez.

"Shalom Chaverim"


Sha - lom, good — friends, sha - lom, good – friends, Sha - lom, Sha - lom, And
now we – meet and now we – meet a - gain Sha - lom.

The word "shalom has multiple meanings -- peace, hello, goodbye.

"Good Morning, Friends" (Tune: Kum-bay-yah)


Good — morn - ing, friends, how are you Good — morn - ing friends how are
you Good – morn - ing, friends, how are you ——— We're all to - ge -ther now.

This song may also be sung in Spanish, or try a call and response format. In call and response, a leader sings the phrase and then the group repeats it.

# Appendix C Music for Preschoolers

**Greeting and Closing Songs on Cassette Tape**

*Did You Feed My Cow: Fred Koch Presents the Songs of Ella Jenkins*. Red Rover Publishing. 1989. RRR-333c.

"Hello", words and music by Ella Jenkins.
"Jambo" (a call and response greeting), words and music by Ella Jenkins
"Chotto Matte Kudasai", words and music by Ella Jenkins

**Selected Cassette Tapes of Music of Various Cultures for Preschoolers**

*All For Freedom*. Sweet Honey in the Rock. Redway, CA. Music for Little People, 1989.

Available from: Claudia's Caravan (See list of suppliers in Appendix A.)

*American Indian Songs and Chants*, sung by the Balem Sinem Choir, an all-Native American choral group.

Available from: Claudia's Caravan (See list of suppliers in Appendix A.)

*Arroz con Leche*. Popular songs and Rhymes from Latin America. Selected by Lulu Delacre. Scholastic, 1992.

Available from: Scholastic (See list of suppliers in Appendix A.)

"Haru Ga Kita" (Japanese spring song) From: *Everything Grows*. Raffi. Ontario, Canada. Troubadour Records; Universal City, CA: Distributed by MCA, 1987.

Jenkins, Ella. Other recordings: *Little Johnny Brown; Rhythms of Childhood; You'll Sing a Song and I'll Sing a Song*

Available from: Smithsonian/Folkways (See list of suppliers in Appendix A.)

*Lirica Infantil*, vols. I - V. Jose L. Orozco. Berkeley, CA. Arcoiris Records, 1986.

Available from: Claudia's Caravan (See list of suppliers in Appendix A.)

# Appendix C Music for Preschoolers

*Shake It to the One That You Love the Best* (Book and cassette). El Sobrante, CA., Warren-Mattox, 1989.

Available from: Claudia's Caravan (See list of suppliers in Appendix A.)

**Selected Songbooks with Multicultural Music for Preschoolers**

*All Night, All Day: A Child's First Book of African-American Spirituals.* Selected and illustrated by Ashley Brian; musical arrangements by David M. Thomas. N. Y., Atheneum, 1991.

Dunn, Sonja. *Butterscotch Dreams: Chants for Fun and Learning.* Heinemann, Portsmouth, N.H., 1987. Includes a chant which says "Goodbye" in different languages.

*Folk Songs of Africa*, compiled and edited by Roberta McLaughlin. Hollywood, CA, Highland Music Co., 1963.

*Folksongs from the Far East*, selected and arranged by Peter Gritton. London, Faber, 1991.

Nelson, Esther L. *The Great Rounds Songbook.* N.Y., Sterling, 1985.

*Sally Go Round the Moon, and Other Revels, Songs and Singing Games for Young Children.* Compiled by Nancy and John Langstaff. Cambridge, MA, Revels Publications, 1986.

*Singing Bee! A Collection of Favorite Children's Songs.* Compiled by Jane Hart. N.Y., Lothhrop, Lee & Shepard, 1982.

White, Florence and Kazuo Akiyama. *Children's Songs from Japan.* N.Y., Edward B. Marks, 1960.

## Appendix D Large Motor Activities for Transitions

| | |
|---|---|
| **Title** | Animals |
| **Learning Objective** | To strengthen large motor skills |
| **Purpose** | To transition children one at a time |
| **Materials Needed** | • None |
| **Suggested Procedure** | 1. As children transition from free choice activities to hand-washing, snack or large group, ask them to think about what animal they would like to be. Call each child by name one at a time and ask them what animal they have chosen. Then ask them to move the way that the animal would move if s/he were happy, sad, mad or scared? Use a variety of descriptive words for the four basic emotions.<br>How would an animal move if s/he were feeling "happy" (joyful, felt like laughing, etc.) or "sad" (felt like crying, lonely, etc.) or "mad" (angry, felt like tearing up paper, kicking, etc.) or "scared" (frightened, worried, etc.). |

## Appendix D Large Motor Activities for Transitions

**Title**

I Have a Friend

**Learning Objective**

To strengthen large motor skills

**Purpose**

To transition children one at a time

**Materials Needed**

- Rhyme: "I Have a Friend" (Tune: Bingo)
  I have a friend that you all know
  And (child's name) is her/his name.
  __________, __________
  __________, __________
  And __________ is her/his name.

**Suggested Procedure**

1. Children form a circle and walk or skip to the left or right.
2. Invite one child to stand in the center.
3. Sing or chant the verse. Insert in the blanks the name of the child who is in the center of the circle. While singing, walk or skip in a circle around the child.
4. The child in the center selects a friend to take his/her place and leaves the circle.
5. Repeat the above until each child has had a turn in the center.
6. The last child in the circle joins hands with the teacher and together they move in a circle while singing.

**Alternative Rhyme**

1. With the children seated in a group, use this rhyme:

   (child's name ,_________, stand up and jump
   Stand up and jump, stand up and jump
   __________,__________, stand up and jump
   Now ______________________________.

2. Insert child's name in the blanks in lines one and three.
3. Insert directions in line four; e.g., please wash your hands or choose the center you want, etc.

## Appendix D Large Motor Activities for Transitions

| | |
|---|---|
| Title | Little Red Caboose |
| Learning Objective | To strengthen large motor skills |
| Purpose | To transition children as a group |
| Materials Needed | • Cassette tape: *All for Freedom*. "Little Red Caboose" Sweet Honey in the Rock. Redway, CA. Music for Little People, 1989.<br>• Tape player |
| Suggested Procedure | 1. Children form a line with the first person as the "engine," and the last as the "caboose."<br>2. Walk or high-step while moving arms back and forth like the piston on a railroad engine.<br>3. Practice the movement without the music; then add the music. |

## Appendix D Large Motor Activities for Transitions

**Title**

Red Beans - (Adapted from a Japanese children's game, "Batsu Batsu Mame", from *Children's Songs from Japan* by F. White and Kazuo Akiyama. N.Y. E.B. Marks Music Corp., 1960.

**Learning Objective**

To strengthen large motor skills

**Purpose**

To transition children one at a time

**Materials Needed**

- Use the following chant:

    1. Look in the bean pot!
    2. See the bubbles rise!
    3. Taste and see
    4. If the beans are boiling yet
    5. Beans not boiling yet (repeat four times or as many times as desired)
    6. Beans begin to boil (repeat until child has left the circle)

**Suggested Procedure**

1. The children form a circle. One child who is the "bean pot" sits in the middle.

2. Everyone says the lines of the chant together.

3. Children dance or skip in a circle around the child in the center.

4. At lines 3-4 the circle stops and everyone pretends to taste the beans.

5. At line 5 the circle dances again while repeating the line as many times as desired.

6. At line 6, the "bean pot" bubbles over (child jumps up) and leaves the group.

7. Another child takes a turn as the "bean pot."

## Appendix D Large Motor Activities for Transitions

**Title** Pretend You Are a Jackrabbit

**Learning Objective** To strengthen large motor skills

**Purpose** To transition children one at a time; examples a, b, and d may also be used to transition a group

**Materials Needed**

- None

**Suggested Procedure**

1. As children complete clean-up, snack or group time, incorporate large motor exercise into transitions.

2. Examples:

   a. Pretend you are a jackrabbit hopping into the ...(snake..slithering) etc.

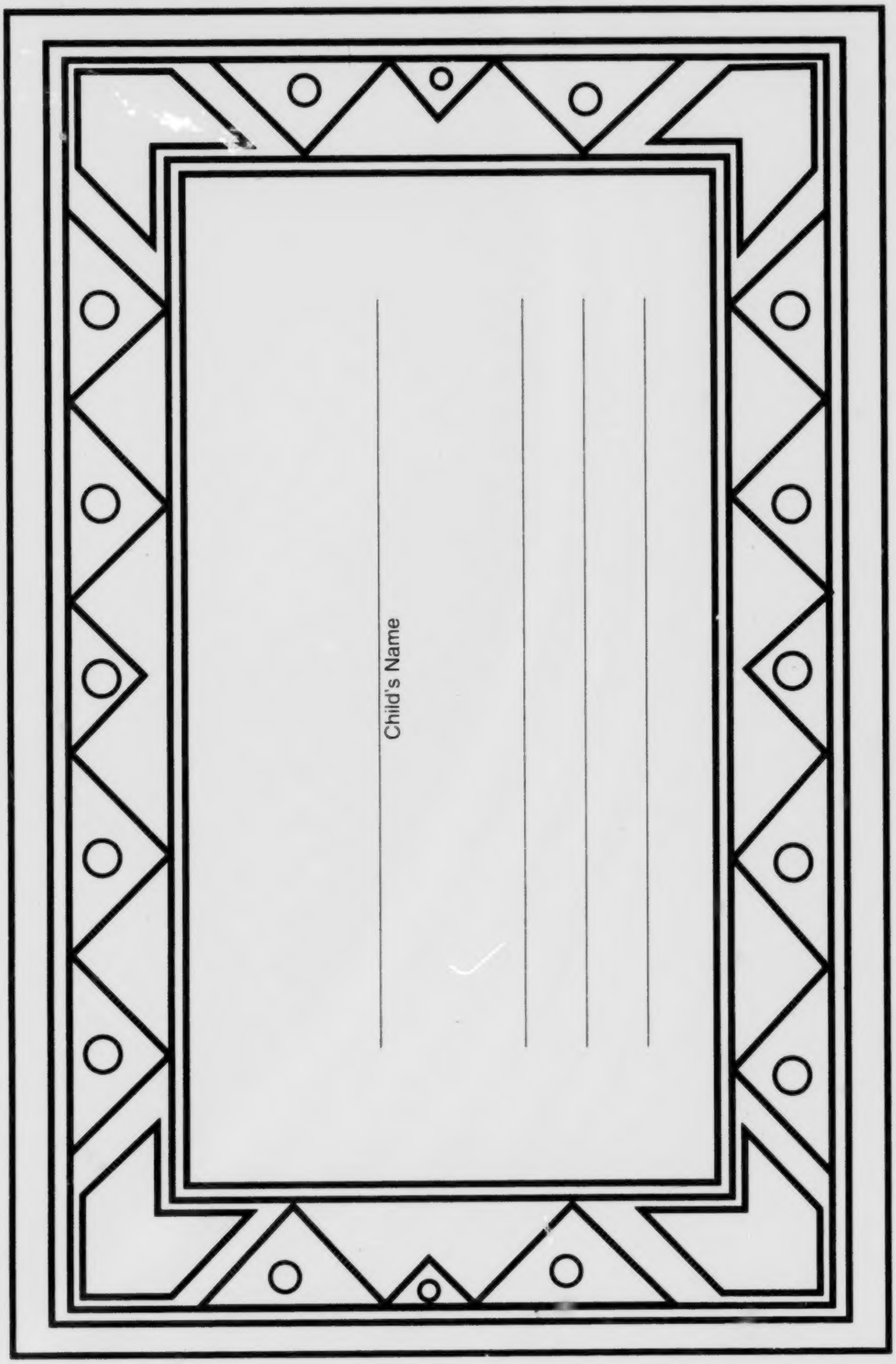
   b. Use your arms to pretend you are swimming into the bathroom to wash your hands (demonstrate).

   c. Have all the children stand in a circle. Ask everyone to reach as high as they can stand on tiptoe. Reach higher with one hand and pretend to touch a cloud. Reach higher with the other hand and catch some of the wind. Now bend over and reach your toes. Pretend to pick a flower (dig a hole, etc.).

   As each movement is completed, call the name of a child who can leave the group; e.g., "Lian-ju touched a cloud. She may choose a center." "Yvonne dug a big hole. She may go to the snack table."

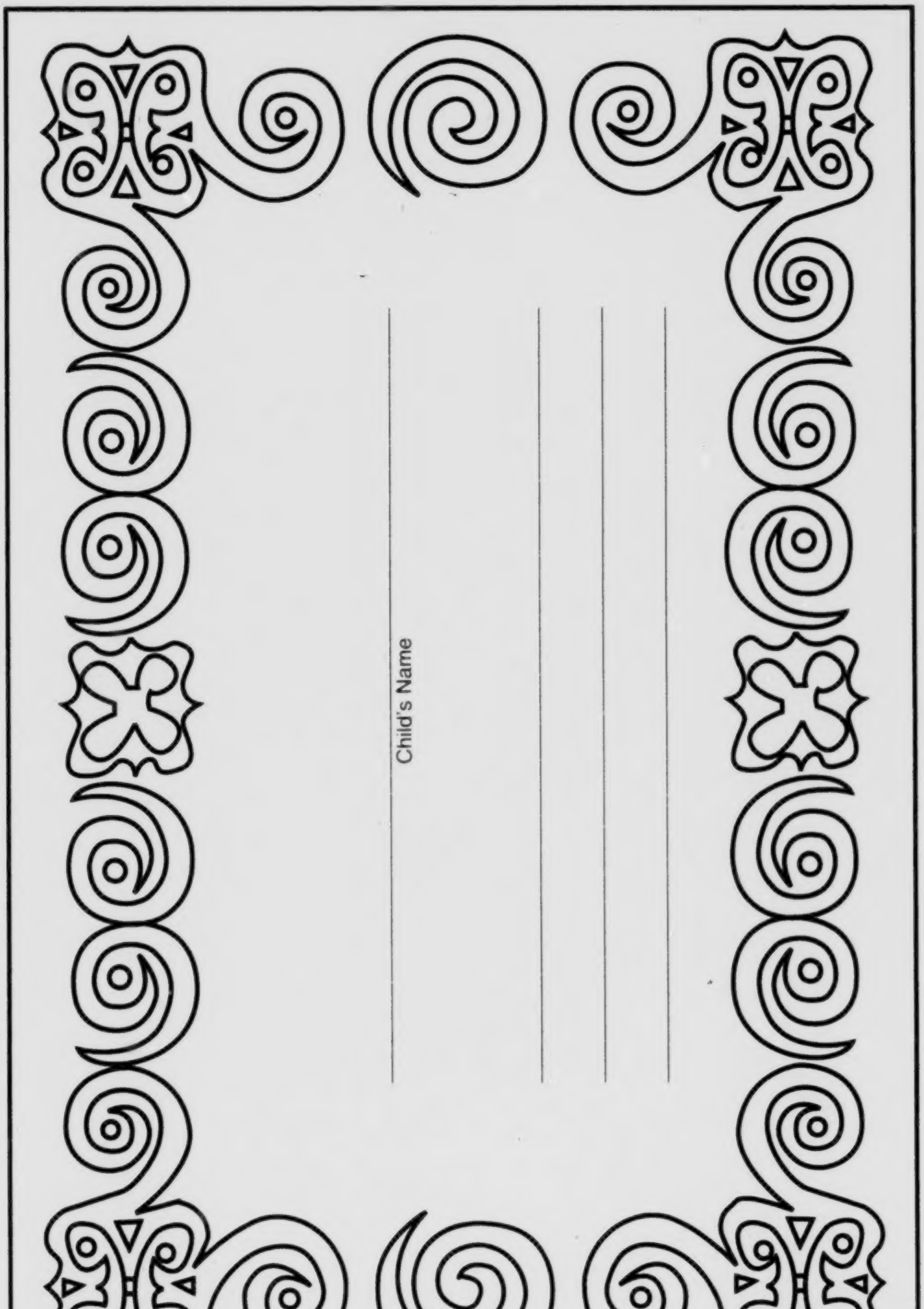
   d. Music may be used to accompany transition times. Folk songs, marches, and music for movement are examples. Play the music and ask a child (or a group of children) to move to the music; e.g., march, gallop, hop, crawl, etc.

# Appendix E Affirmation Certificates



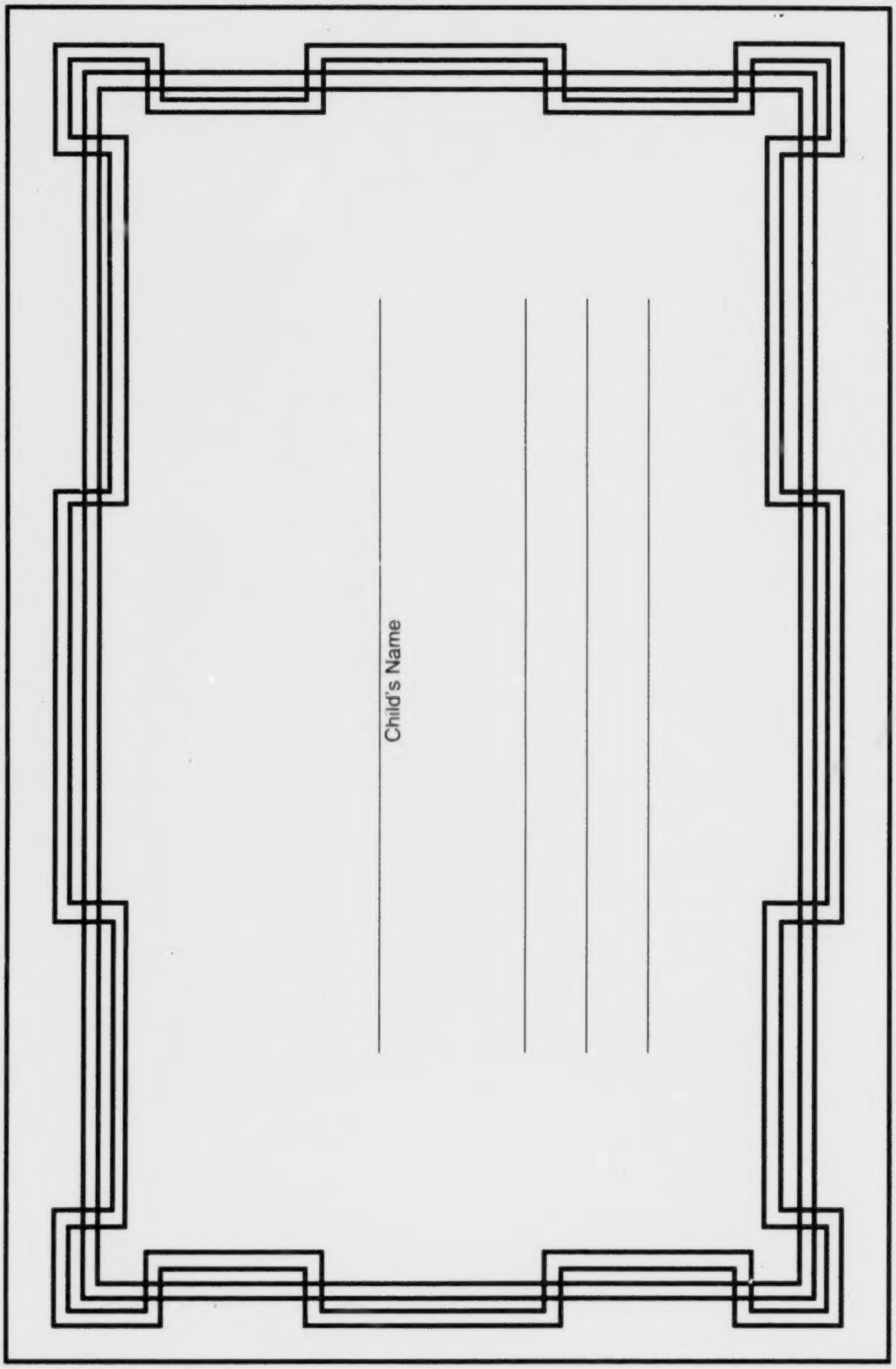
Child's Name

# Appendix E Affirmation Certificates



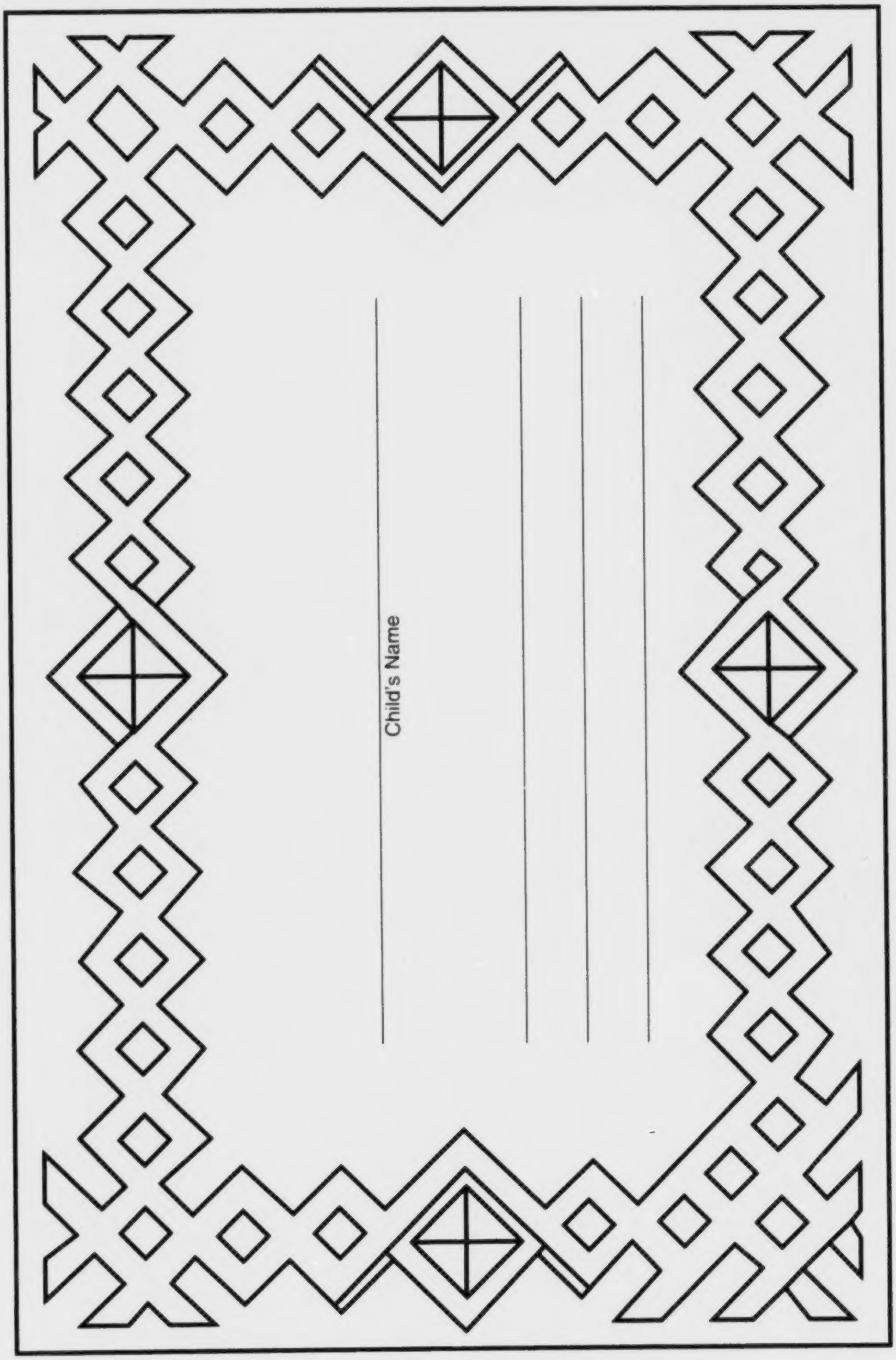
Child's Name

# Appendix E Affirmation Certificates



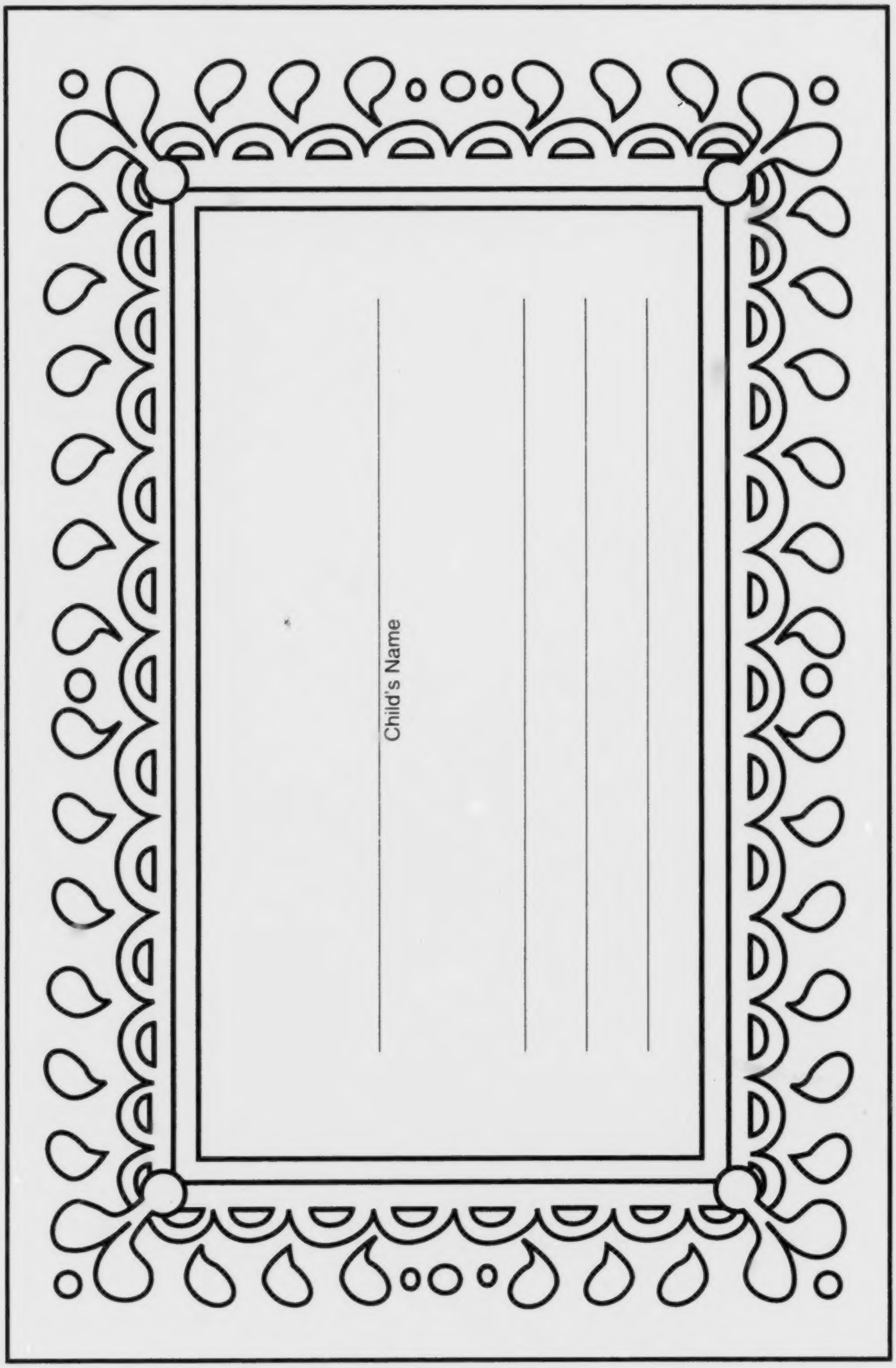
Child's Name

# Appendix E Affirmation Certificates



Child's Name

## Appendix E Affirmation Certificates



Child's Name

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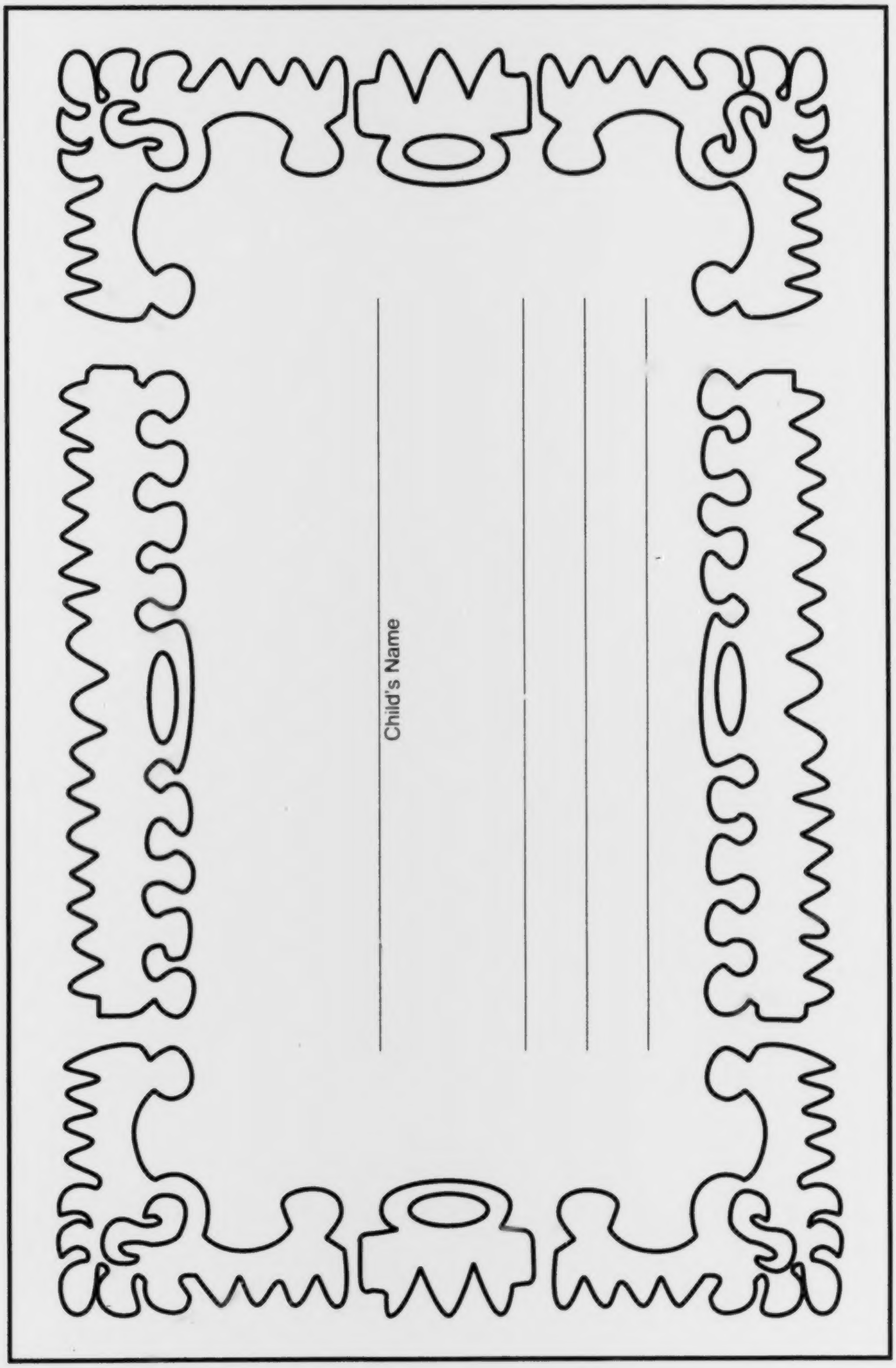
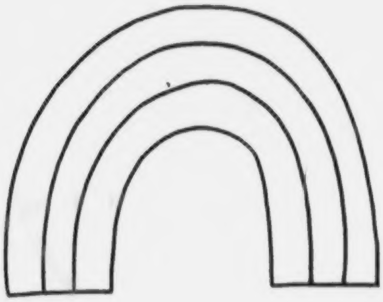
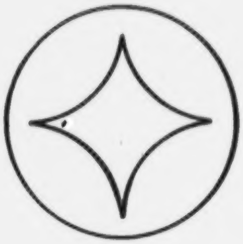


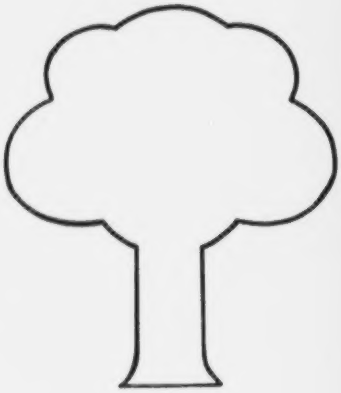
Child's Name

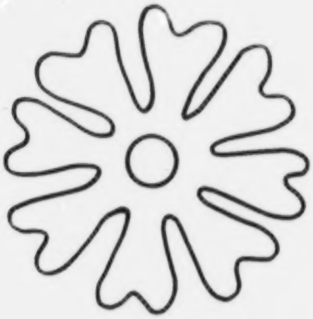
# Appendix F Multicultural Patterns

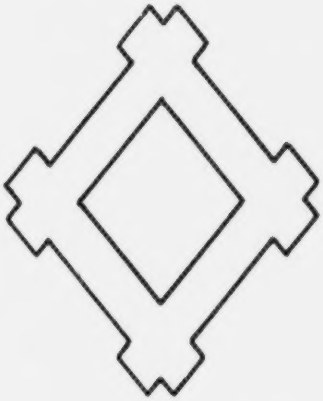
These patterns may be used for many purposes. Add them to Affirmation Certificates, bulletin boards, flannel board stories; create stencils for children to use in crafts or art.

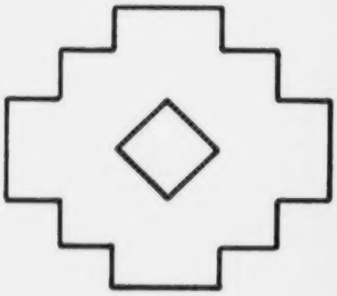


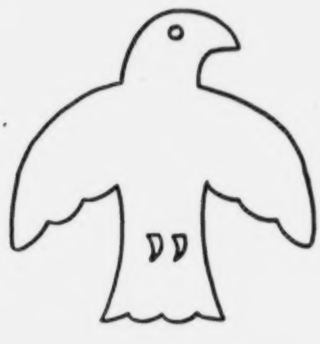


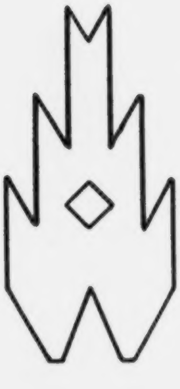


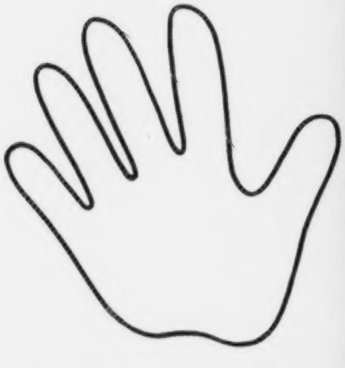




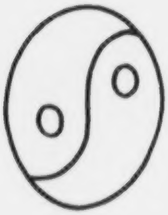


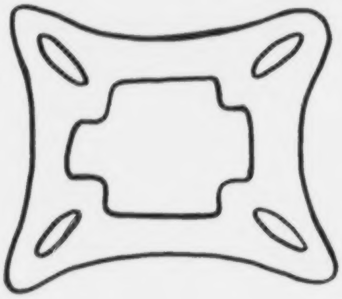


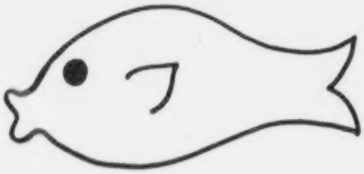


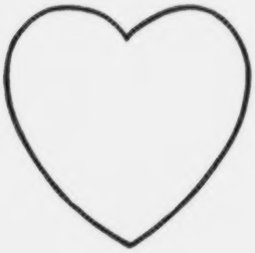


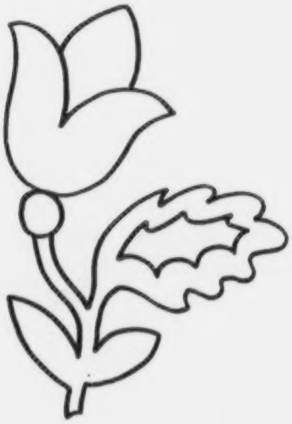
## Appendix F Multicultural Patterns

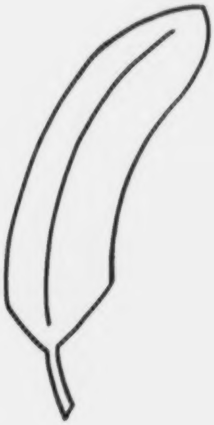


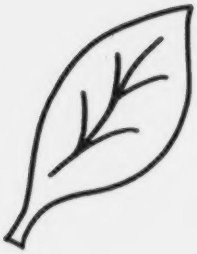


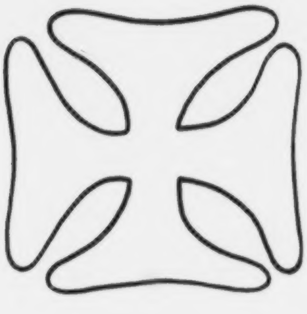


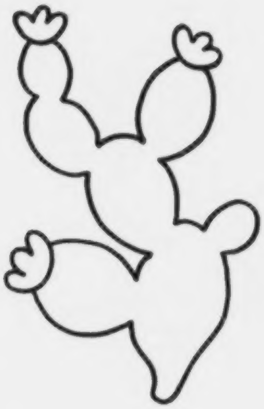




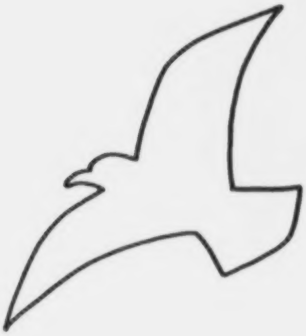


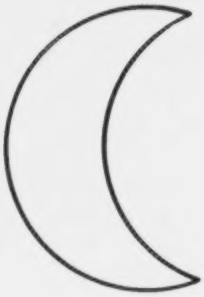


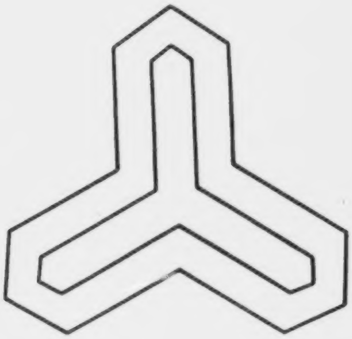


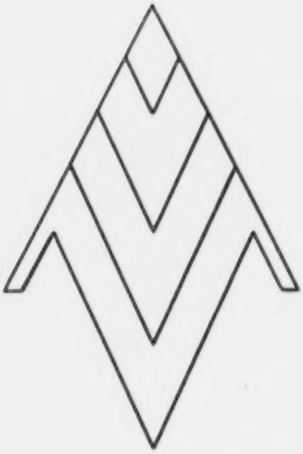


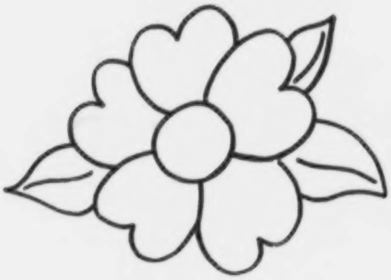
# Appendix F Multicultural Patterns

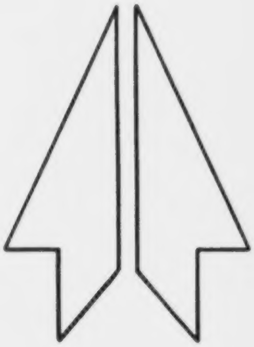


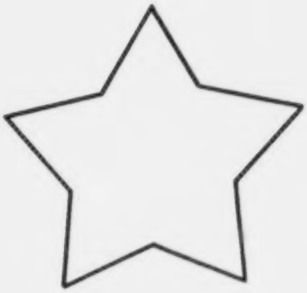


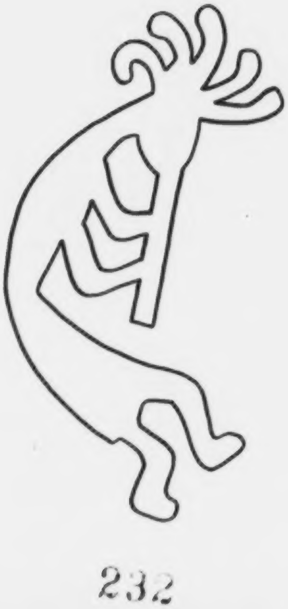


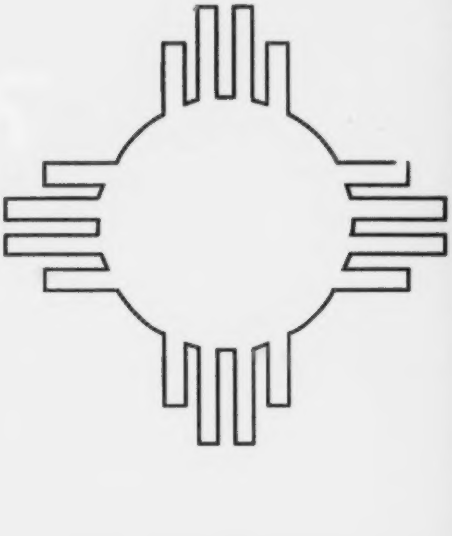




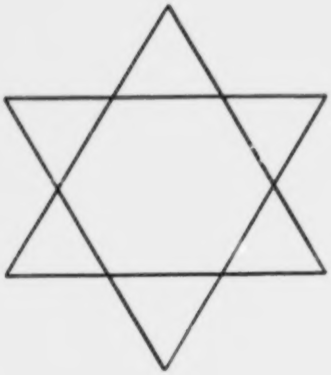


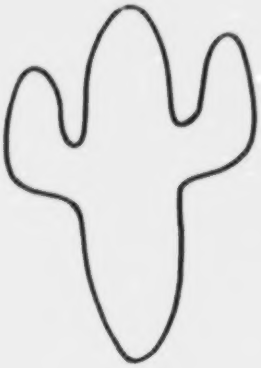


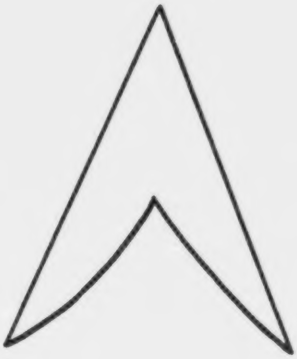


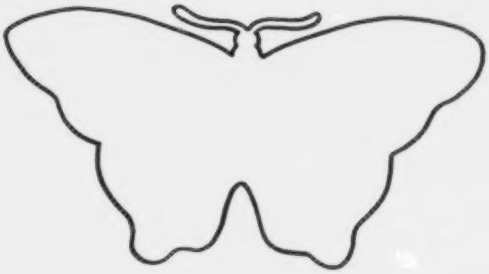


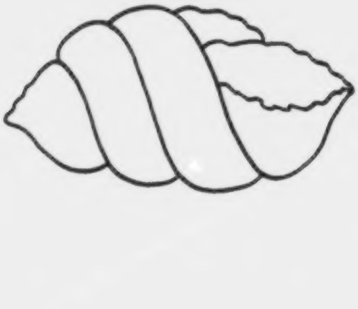
## Appendix F Multicultural Patterns

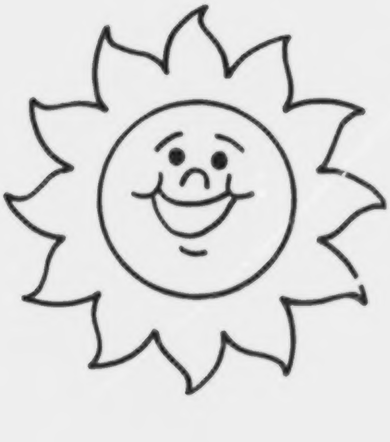


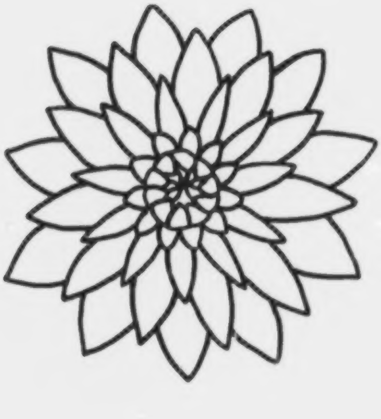












# Appendix G Selected Resources on Cultural Awareness for Teachers

**Resources**

Allen, Judy and Earldene McNeill, and Velma Schmidt. *Cultural Awareness for Children*. Menlo Park, Addison-Wesley Publishing Co., 1992.

Ancient and Living Cultures Stencils. Good Year Books. Scott Foresman, Glenview, Illinois.

- *Pueblo Indians of the Southwest*. 1993
- *West Africa: Ghana*. 1993

Available from local bookstores and

Good Year Books - Scott Foresman
1900 E. Lake Avenue
Glenview, IL 60025

Dover Pictorial Archive Series. N.Y., Dover Publications, Inc.

- *Chinese Cut-Paper Animal Stickers*, ed. by Maggie Kate. 1993
- *A Treasury of Design for Artists and Draftsmen* by Gregory Mirow.

Dover produces many design collections. Available in local bookstores and from:

Dover Publications, Inc.
31 E. 2nd Street
Mineola, N.Y. 11501

Easy Menu Ethnic Cookbooks Series. Minneapolis, MN, Lerner Publications.

Available in public libraries and through bookstores.

"*Food Guide Pyramid: A Guide to Daily Food Choices*" U.S. Department of Agriculture, Human Nutrition Information Service. Cost of booklet: $1.00

Booklet available from:

Superintendent of Documents
Consumer Information Center
Department 159-Y
Pueblo, CO 81009

# Appendix G Selected Resources on Cultural Awareness for Teachers

**Resources (continued)**

Goldstein, Peggy. *Long is a Dragon: Chinese Writing for Children*. N. Y., Scholastic Inc., 1991.

Kaula, Edna M. *African Village Folktales*. Cleveland, World, 1968.

Lynch, Eleanor W. and M. J. Hanson, eds. *Developing Cross-Cultural Competence: A Guide for Working with Young Children and their Families*. Baltimore, Paul H. Brookes, 1992.

"Native Peoples Magazine." National Museum of the American Indian, Smithsonian Institution and others.

Available from:
Libraries and
Native Peoples
USPO 36820
Phoenix, AZ 85067-6820

Salinas-Norman, Bobbi. *Indo-Hispanic Folk Art Traditions*. Oakland, CA, Pinata Publications, 1988.

Available from:
Local bookstores and
Pinata Publications
200 Lakeside Drive
Oakland, CA 94612 - (510) 444-6401

*Seeds of Change: Readings on Cultural Exchange After 1492*. National Museum of Natural History and others. Menlo Park, CA, Addison-Wesley, 1993.

Sparks, Louise Derman, et al. *Anti-Bias Curriculum*. Washington, D.C., National Assn. for the Education of Young Children, 1989.

Available from: NAEYC, 1-800-424-2460

*Yaqui Myths and Legends*. Collected by Ruth Warner Giddings. Edited by H. Behn. Tucson, AZ, University of Arizona Press, 1983.

York, Stacey. *Roots & Wings: Affirming Culture in Early Childhood Settings*. St. Paul, MN, Toys 'n Things Press, 1991.

Available from: Redleaf Press, 1-800-423-8309

# Appendix H Selected Resources on ATOD Abuse and Families

**Books**

Black, Claudia. *It Will Never Happen to Me*. Denver, CO, MAC Printing and Publishing Division, 1982.

Brown, Stephanie. *Treating Adult Children of Alcoholics: A Developmental Perspective*. N.Y., John Wiley & Sons, 1988.

Brown, Stephanie. *Treating the Alcoholic: A Developmental Model of Recovery*. N. Y., John Wiley & Sons, 1985.

Fossum, Merle A. and Marilyn J. Mason. *Facing Shame: Families in Recovery*. N.Y., W. W. Norton, 1986.

Gorski, Terence T. and Merlene Miller. *Staying Sober: A Guide for Relapse Prevention*. Independence, MO., Herald House, 1986.

Kumpfer, Karol. L. and De Marsh, J. Family environmental and genetic influences on children's future chemical dependency. *Journal of Children in Contemporary Society*. 18 (1-2): 49-91, Fall-Winter, 1985.

*Parent Training Is Prevention: Preventing Alcohol and Other Drug Problems Among Youth in the Family*. U. S. Dept. of Health and Human Services Publication No. (ADM) 91-1715. Rockville, MD, Office for Substance Abuse Prevention, 1991.

Robinson, Bryan E. *Working with Children of Alcoholics: The Practitioner's Handbook*. Lexington, Mass., Lexington Books, 1989.

Wegsheider, Sharon. *Another Chance: Hope and Health for the Alcoholic Family*. Palo Alto, CA. Science and Behavior Books, 1981.

Wilmes, David J. *Parenting for Prevention: How to Raise a Child to Say No to Alcohol/Drugs*. Minneapolis, Johnson Institute Books, 1988.

Woititz, Janet G. *Healthy Parenting: An Empowering Guide for Adult Children*. N.Y., Simon & Schuster, 1992.

**Materials From:**

National Clearinghouse for Alcohol and Drug Information.
Catalog. PO Box 2345, Rockville, MD, 20847-2345, 1-800-729-6686.

# Appendix I Sample Forms

# PASOS ADELANTE ENROLLMENT FORM

School or Agency Name:

______________________________

______________________________

Parent(s) Name________________

______________________________

Address______________________

Telephone____________________

Parent I.D.#__________________

Date of Intake________________

Parent(s) Attending Parent Program

______________________________

______________________________

______________________________

Child's Name____________________

Child's Address__________________

Telephone________________________

Child's Date of Birth___/___/___
Mo Day Yr

Child I.D. #______________________

Allergies_________________________

Physical Limitations_______________

Record of Immunizations:
1 2 3 4

Polio ____________________________

DPT ____________________________

MMR ____________________________

Other ____________________________

Emergency Contact_________________

__________________________________

Pre-Natal Exposure ___yes ___no

If yes, explain____________________

__________________________________

---

The following is a list of risk factors recognized by the Center for Substance Abuse Prevention, High Risk Youth Division.

1) Check all the risk factors present for parent/child. Information should be obtained through informal conversation with the parent or from the medical record (when it is available).

| PARENT | CHILD | |
|---|---|---|
| 1. Child of a Substance Abuser | [ ] | [ ] |
| 2. Pregnant Adolescent, Teen Parent | [ ] | [ ] |
| 3. Victim of Abuse or Neglect | [ ] | [ ] |
| 4. School Dropout or Dropout Risk | [ ] | [ ] |
| 5. Suicidal or Past Suicide Attempt | [ ] | [ ] |
| 6. Violent/Delinquent Behavior Parent | [ ] | [ ] |
| 7. Severe Emotional Problems | [ ] | [ ] |
| 8. Economically Disadvantaged | [ ] | [ ] |
| 9. Physically Disabled or Chronic Pain | [ ] | [ ] |
| 10. Latchkey Child under 12 years | [ ] | [ ] |
| 11. Head Start Eligible | [ ] | [ ] |
| 12. Already Abusing Substances | [ ] | [ ] |
| 13. Homeless or Runaway | [ ] | [ ] |
| 14. Other Risk Factors (Specify) | [ ] | [ ] |

______________________________

2) Ethnicity: (Circle One)

Parent

African American Hispanic Caucasian

Native American Asian Other (Specify)__________

Child

African American Hispanic Caucasian

Native American Asian Other (Specify)__________

3) Gender (circle one)

Parent M F Child M F

4) Marital Status (circle one)

Single Married Separated Divorced

5) Employment

If employed, (circle one) days or evenings

Hours ______________

6) Number of children in your household and their ages:

Name Age

7) Will you need daycare for your children not participating in the Pasos Adelante Project? If yes, please give the name and age of each child below. Are you eligible for DES daycare?

| Name | Age |
|---|---|

8) Will you need transportation to and from the program? yes no

Bus Pass? yes no

Pasos Van? yes no

9) Have you ever participated in a parent education program?

If yes, what program?

10) Has your child attended pre-school?

11) What would you like to get out of the Pasos Adelante project for you and your child?

12) How long have you been in treatment?

13) What is your drug of choice?

14) Are you in any other treatment program now such as ACCM, Our Town, Las Familias, etc.?

15) Comments:

16) Pre-Tests to be scheduled:

Parent - Family Environment Scale and Pasos Adelante Parent Questionnaire.

Child - Denver II and Pasos Adelante Child Rating Scale

17) Directions for reaching the house (if needed for home visits):

# PASOS ADELANTE EXIT FORM (Parent)

1) Name________________________

2) I.D. #______________________

3) Date of Exit_________________

4) Post-Test Data: Administer Parent Questionnaire

5) Status/Summary

6) Continuation Plan

7) Status at Exit with no continuation plan.

8) Reason for Exit.

# PASOS ADELANTE EXIT FORM (Child)

1) Name________________________

2) I.D. #______________________

3) Date of Exit_________________

4) Post-Test Data: Administer Denver II and Child Rating Scale.

5) Status/Summary

6) Continuation Plan

7) Status at Exit with no continuation plan.

8) Reason for Exit.

## PASOS ADELANTE
## FIELD TRIP PERMISSION

I give permission for my child(ren):

| Name | Age: | Name: | Age: |
|---|---|---|---|
| 1 | | 4 | |
| 2 | | 5 | |
| 3 | | 6 | |

to participate in field trips with the Pasos Adelante program. I understand that my child will be transported in the Pasos Adelante van for these trips in the community.

Parent Signature:______________________________________

Date:____________________

Staff Member Witness:____________________________________

Date:____________________

## PASOS ADELANTE
## PERMISO PARA PASEO DE SALIDA

Yo doy permiso para mi hijo/a:

| Nombre | Edad | Nombre | Edad |
|---|---|---|---|
| 1.____________________ | | 4.____________________ | |
| 2.____________________ | | 5.____________________ | |
| 3.____________________ | | 6.____________________ | |

para participar en paseos de salida con el programa Pasos Adelante. Yo intiendo que mi hijo/a sera transportado en la camioneta de Pasos Adelante en estas salidas a la comunidad.

Firma de Padres:______________________________

Fecha:____________________

Empleado (Testigo):____________________________

Fecha:____________________

## CONSENT FOR PROGRAM SERVICES

I,________________________, hereby grant permission to ________________________ to provide routine program services as may be deemed necessary or advisable during my participation in the Pasos Adelante Project. I understand that there is no guarantee that these services will prove beneficial to me. I also agree to collaborate in the program services to the best of my ability. I give my permission for data to be collected by ________________________________ in the course of my relationship with ________________________. I understand that all research information collected during the project will go directly to the research team and that project staff will not have access to the information.

I understand that all information gathered in the course of my relationship at ________________________ is confidential. This confidentiality is not absolute in that in the case of medical emergency, child abuse or neglect, court order, and where otherwise legally required, essential information may be released.

I understand that this is a voluntary parent-child enrichment project designed to enhance the development of preschoolers and to offer parent training that will support the child's development. Participants will engage in a 12-week program with extended follow-up activities. At any time, a participant has the right to withdraw from the project without prejudice. I understand that at some time, it may be to the best interest of myself and/or ______________________, for me to obtain services elsewhere. In all cases of referral elsewhere, ________________________ will make every effort to facilitate continuity of services.

Videotaping will be used in the program from time to time as a teaching tool or for research purposes. The videotape will not be used for any other purposes other than stated. If you do not wish you or your child to be videotaped, you are still eligible for program services.

I, the undersigned (or responsible party), have read and agree to the above provisions.

| | |
|---|---|
| ________________________________ | _______________ |
| Client's Name (print) | Date |
| ________________________________ | _______________ |
| Client's Signature | Date |
| ________________________________ | _______________ |
| Guardian or Responsible Party Signature | Date |
| ________________________________ | _______________ |
| Staff Member (Witness) | Date |

## CONSENTIMIENTO PARA SERVICIOS DEL PROGRAMA

Yo, ________________________________, doy permiso a ________________________ para proveér servicios rutinario del programa cuando sea necesario o recomendable durante mi participacion en el Projecto de Pasos Adelante. Yo entiendo que no hay garantia de que estos servicios resultaran beneficioso para mi. Consiento colaboracion en los servicios del programa para lo mejor de mi capacidad. Doy mi permiso para que los datos sea colectado por ______________________________ en el curso de mi relacion con ______________. Yo entiendo que toda la informacion colectada durante el projecto sera mandada directamente al equipo de investigaciones y que los empleados del projecto no tendran acceso a la informacion.

Yo entiendo que toda la informacion colectada durante mi relacion con _________________ es confidencial. Esta confidencialidad no es absoluto en el caso de una emergencia medical, abuso de nino o descuido, orden de corte y cuando sea obligado legalmente, informacion esencial sera soltada.

Yo entiendo que este es un projecto de mucho beneficio para padre y hijo que es voluntariamente. Esta intencionado para desarrollar al pre-scolar y para ofrecer instruccion al padre para apollar el desarrollarmento del nino. Los participantes contrataran en un programa de 12 semanas con otras actividades en el futuro. El participante tiene el derecho de retirarse y no seguir con el programa sin prejuicio. Yo entiendo que vendra el tiempo que sera lo mejor para mi interes y el interes de ______________________ de recibir servicios en un otro lugar. En todo caso de referencias ______________________ ayudara facilitar continuacion de servicios.

Los videos seran usados en el programa como instrumentos de ensenansa o para el proposito de investigacion. Los videos solo seran usado para este proposito. Si decide no participar en esto, todavia qualifica para los servicios que ofrece el programa.

Yo, el firmante entiendo las condiciones.

| | |
|---|---|
| ____________________________________ | __________________ |
| Nombre de Cliente | Fecha |
| ____________________________________ | __________________ |
| Firma de Cliente | Fecha |
| ____________________________________ | __________________ |
| Guardian o Persona Responsable | Fecha |
| ____________________________________ | __________________ |
| Empleado (Testigo) | Fecha |

## Pasos Adelante Home Visit Record

Date:__/__/9__ Staff Member:________________
Time:____________am/pm Client I.D.:________________
Scheduled ( )
Unscheduled ( )
Broken Appointment ( )
Canceled Appointment ( )

Length of Home Visit:
0 - 15 min ( ) 15 - 30 min ( )
30 - 45 min ( ) 45 - 60 min ( )

**Topics Discussed:** **Notes:**

( ) Parenting________________

( ) FamilyIssues________________

( ) Communication________________

( ) Appropriate Discipline________________

( ) Child Development________________

Language ( )________________
Motor-Skills ( )________________
Coping Skills ( )________________
Social Skills ( )________________
Communication Skills ( )________________
Other ( )________________

( ) Curriculum Theme________________

( ) Other________________

**Activities Done:**________________

**Follow-Up:** **Notes:**

( ) Counselor/Clincian________________
( ) Case Management________________
( ) Referral________________
( ) Other________________

Date of Report:__________ 19__
Signature of Home Visitor:________________

## Pasos Adelante Parent Satisfaction Survey

We want to know what you liked about the Pasos Adelante Program. We also want to know how we can make the program better. Please tell us what you liked and didn't like.

Please fill out this form. Give it to the person in your group who is collecting them. Thank you.

1. The things I liked best about the Pasos Adelante parent program are ______________ ______________________ and ________________________________________.

2. The best things about the Pasos Adelante children's program are_________________ ______________________ and ________________________________________.

3. I would like the Pasos Adelante parent program more if ____________________ ____________________________________________________________.

4. The Pasos Adelante children's program could be improved by ____________________________________________________________.

5. The home visits usually helped me and my child to get more out of Pasos Adelante.
   Yes ( ) No ( )

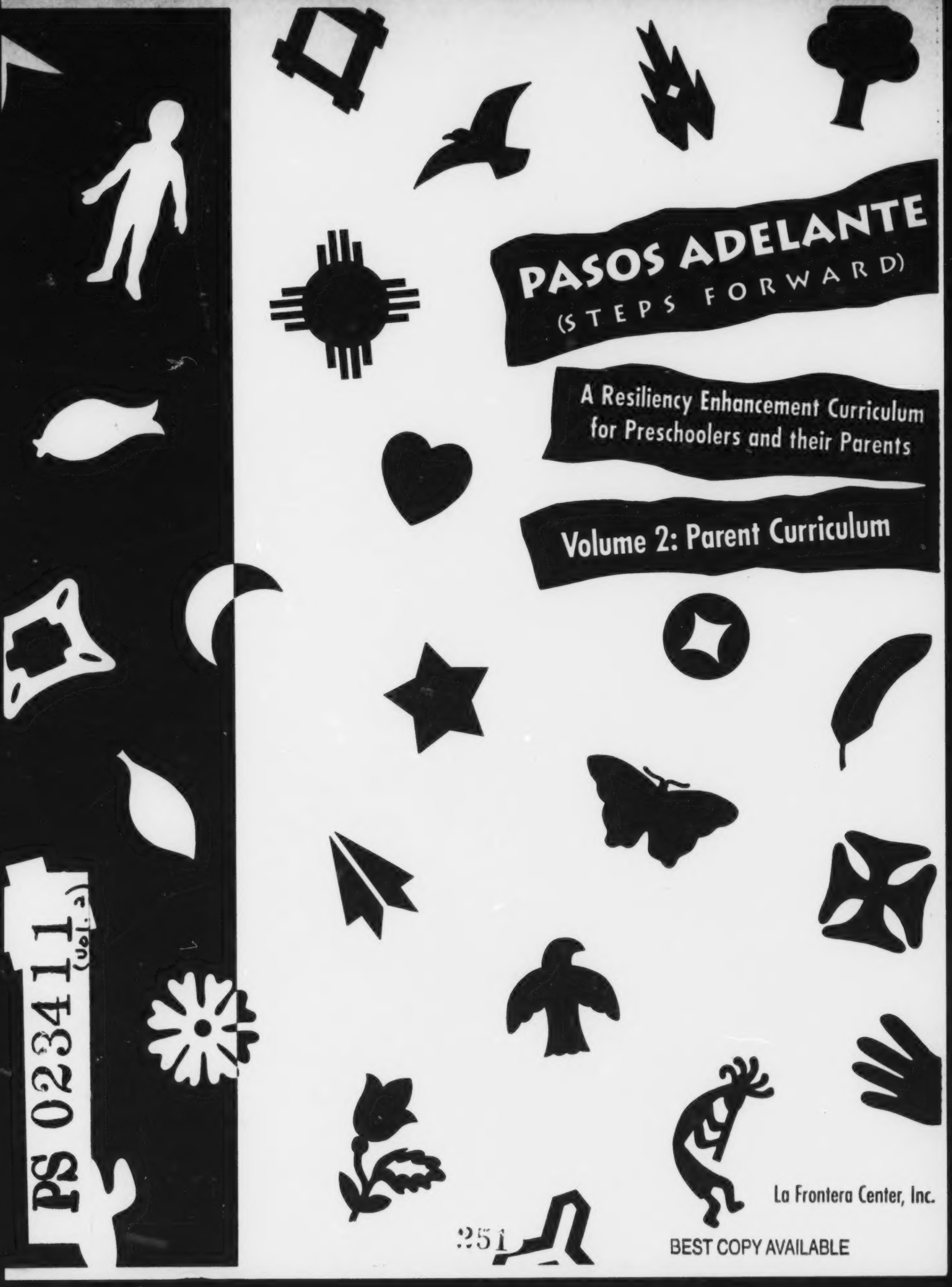
6. During home visits I would like to do more ______________________________ ____________________________________________________________.

7. When I ride on the Pasos van, it is:
   comfortable Yes ( ) No ( )
   clean Yes ( ) No ( )
   driven safely Yes ( ) No ( )

8. The staff of Pasos Adelante:
   care about me and my child Yes ( ) No ( )
   are respectful and polite Yes ( ) No ( )
   know about children Yes ( ) No ( )
   know about parenting Yes ( ) No ( )
   understand my problems Yes ( ) No ( )
   are helpful Yes ( ) No ( )

9. In Pasos Adelante, my cultural background is:
   appreciated by the staff Yes ( ) No ( )
   respected by the staff Yes ( ) No ( )
   understood by the staff Yes ( ) No ( )
   included in activities Yes ( ) No ( )

10. Please add anything else you would like to tell us about Pasos Adelante:



# PASOS ADELANTE

## (STEPS FORWARD)

### A Resiliency Enhancement Curriculum for Preschoolers and their Parents

### Volume 2: Parent Curriculum

PS 023411 (vol. 2)

La Frontera Center, Inc.

BEST COPY AVAILABLE

# PASOS ADELANTE

## (STEPS FORWARD)

## A Resiliency Enhancement Curriculum for Preschoolers and their Parents

## Volume II: Parent Curriculum

La Frontera Center, Inc.
502 W. 29th Street
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# INTRODUCTION

This parent curriculum is the second part of a two part resiliency enhancement curriculum. The first part is a curriculum for high risk preschool age children. Both were developed in Pasos Adelante (Steps Forward), a program for 3-5 year olds and their parents who are in treatment for alcohol, tobacco, and other drug (ATOD) abuse.

An extensive introduction to the Pasos Adelante program is included in the Introduction to the preschool curriculum. It covers many topics related to the use of the parent curriculum. In addition, the Appendix to the parent curriculum includes readings and resources which have been helpful to parent group leaders. (See Appendix E, Pages 341-342.)

A wide variety of topics is covered in the list of readings and resources. Two types of material are provided:

- Materials which the parent group leader may use to increase her/his own knowledge and skills;

- Materials on topics which the parent group has explored in parent support discussions or community resource presentations.

It is not necessary for a parent group leader to be knowledgeable in all of the identified areas. However, the parent group leader may frequently use a core knowledge base and group of skills. These are shown in the table at the bottom of the page.

Other training experiences for group leaders include: 1) interviews or observations of a skilled person; 2) role plays with colleagues; 3) group or panel discussions; and 4) presentations or video tapes.

Core Knowledge and Skills of the Parent Group Leader

| Knowledge | | Skills or Experience |
|---|---|---|
| Group process | | Traditional and non-traditional teaching methods |
| Child development | | Helping skills or basic counseling skills |
| Family systems | | Group facilitation or parent education |
| Issues in alcohol, tobacco, or other drug abuse treatment and recovery | | Experience with diverse cultural groups |
| Anti-bias, multicultural education | | Home visiting |

# Session 1 Getting Started

| | |
|---|---|
| **Welcome**<br>(10 minutes) | 1. Welcome / Bienvenidos (See Session 1, Pages 5-6.) |
| **Getting Started**<br>(45 minutes) | 1. Commonalities: "What Brings Us Together" (See Session 1, Pages 7-9.)<br>2. Personal Introductions (See Session 1, Pages 10-11.) |
| **Relaxation**<br>(15 minutes) | 1. Wash Away Stress (See Session 1, Pages 12-13.) |
| **Break**<br>(10 minutes) | |
| **Program Introduction**<br>(50 minutes) | 1. Introduction of Children's Program (See Session 1, Pages 14-15.)<br>2. Introduction of Parent Program (See Session 1, Pages 16-17.)<br>3. Home Visits (See Session 1, Page 16, Suggested Procedure #5 and 6.) |
| **Closing**<br>(20 minutes) | 1. Homework (See Session 1, Page 18, Suggested Procedure #1.)<br>2. Rejoining Your Child (See Session 1, Page 18-19, Suggested Procedure #2 and 3.)<br>3. Invite questions and comments from participants<br>4. Preview the next session<br>5. Review how parents and children reunite (See Session 1, Pages 18-19, Suggested Procedure #2 and 3.) |

## Activity: Welcome / Bienvenidos

**Learning Objective**

To strengthen communication skills through modeling

**Materials Needed**

- Name tags (optional)
- Broad tip marker
- Easel pad with an outline of the session and times allotted (Use the overview for Session 1, Page 1 as a guide.) Note: In subsequent sessions, the agenda on the easel pad will be used during the time slot called "Today's Session." See also Suggested Procedure #6 below.

**Suggested Procedure**

W
E
L
C
O
M
E

1. Use this "Welcome" time to model communication skills such as the use of direct clear statements, respectfulness, active listening, and openness to others; e.g., body language, etc.

2. Welcome parents to the group.

3. Invite each parent to fill out a name tag if you think name tags will be helpful to group members. Parents who are self-conscious about their literacy or handwriting skills may be uncomfortable if writing is one of the first things they are asked to do in this group.

4. Provide information on the location of restrooms, refreshments, smoke free policies, breaks, etc.

5. Point out the session outline posted on the easel pad. Include the amount of time you want to spend on each part of the session.

6. In most sessions, "Welcome Back" allows time for a) greeting participants, b) parents' questions or comments on the previous session, and c) questions or comments about homework from the previous session.

**Extensions of the Activity**

1. In later sessions, ask for a volunteer from the group who would be willing to help you keep track of time during the session. (See Session 1, Page 17, Suggested Procedure #7, for more information on volunteer roles for parents during the sessions.)

2. Recognition of individual group members may be added to "Welcome Back' in any session. Recognition maybe given for

## Activity: Welcome / Bienvenidos

**Extensions of the Activity (continued)**

such things as attendance, providing food to share, arranging a special event, reach a goal, etc. Strategies used for recognition include presentation of a certificate, verbal recognition in the group, and written acknowledgement featured on a bulletin board.

3. On the written agenda for each session, other languages may be used instead of "Welcome/Bienvenidos":

   Bonjour (French)
   Bon Giorno (Italian)
   Jambo (Swahili)
   Konni-chi-wa (Japanese)
   etc.

   こ ん に ち は
   KO N NI CHI WA

   The use of greetings from various languages and cultures provides an opportunity for the group leader to introduce or reinforce cultural diversity in the program. Culturally diverse greetings may also be used in the children's group. In this way, shared experiences can be provided for parents and children.

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## Activity: Commonalities - What Brings Us Together?

**Learning Objective**

To create group cohesion through awareness of commonalities

**Materials Needed**

- Easel Pad
- Marker

**Suggested Procedure**

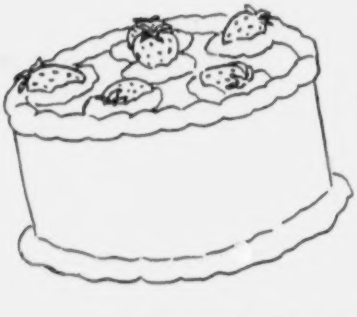
1. Label a sheet of easel paper with the title "Parent Group Commonalities."

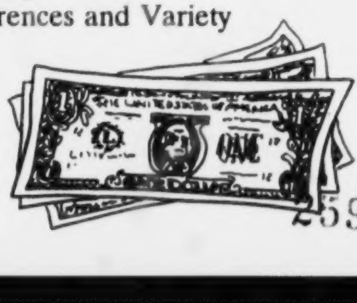
2. Use questions to stimulate discussion: "Why are we here?" and "What brings us together?" These questions may also be written on the top of the easel pad.

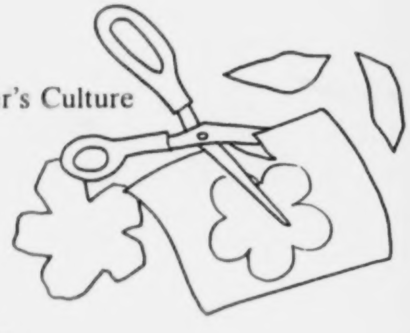
3. If you would like participation from everyone in the group, try a "go-round" technique which allows each person an opportunity to contribute.

4. Record responses from parents. Examples of responses parents have given are:

Kids
Goals
Substance Abuse
Family Problems
Spouses
Similar Problems in General (Financial)
To Get Away
Support
Frustration / Relaxation
Amount of Kids We Have
The Wellness of Our Children
The Need to Communicate With Others
Education
Arts, Crafts, Foods
Guest Speakers
Community
An Interest and Respect of Each Other's Culture
Birthdays
Differences and Variety







## Activity: Commonalities - What Brings Us Together?

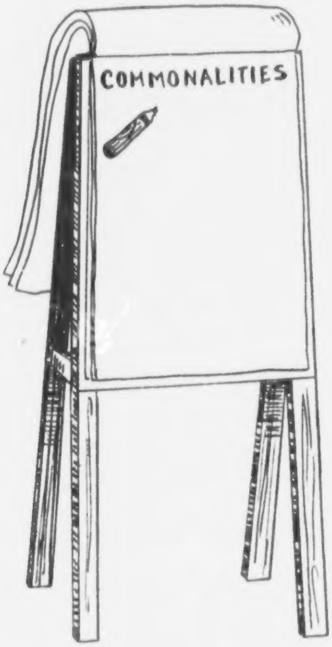
**Suggested Procedure (continued)**

5. If any parents have experienced difficulties with separation from their children in this session, this group exercise provides a natural opportunity for reassurance or support from parents with similar experiences.

6. Write or type the list onto the blank form provided (See Session 1, Page 9). Post the list in the group room and provide a copy for each parent.

**Extension of the Activity**

1. Invite a volunteer from the group to write the commonalities on the easel pad during the discussion. Parents who have attended more than one cycle or those well along in recovery may be more willing to do this than others. Be aware of group members' comfort with literacy skills before asking for volunteers to record for the group.



## Activity: What Brings Us Together?

Pasos Adelante Parent Group

Commonalities

| Why are we here? | What brings us together? |
|---|---|

We Have These in Common

We have found others who face these challenges in their lives.

## Activity: Personal Introductions

**Learning Objectives**

To strengthen communication skills through modelling
To strengthen nurturing skills through modelling the skill of attending

**Materials Needed**

- Easel Pad
- Broad tip marker
- Optional: Copies of information on services such as a parent support telephone line or parent respite services which are available in your community

**Suggested Procedure**

1. Leader introduction and description of role as facilitator of the parent's group. Model the introduction process by including the same information about yourself that you would like parents to include when they introduce themselves. (See #3 below.) Model listening and attending skills.

2. Invite parents to introduce themselves and talk a little about themselves. It may be helpful to post the information you would like parents to include in their introductions on a large piece of paper or easel pad for reference.

3. Ask parents to include information such as their own name, their children's names, ages, sex, etc., which child is participating in the program, and something they enjoy doing with their children. Examples might be going to the park, sharing a pizza, your child sitting in your lap, etc.

4. Encourage parents to listen to others without interrupting and to pay attention to each parent's introduction.

## Activity: Personal Introductions

**Suggested Procedure (continued)**

5. Encourage full participation by each group member but do not pressure anyone. Parents in families with ATOD abuse problems may have a need either to "look very good" in front of others or withdraw from contact to protect themselves.

6. If the group would like a list of the names of participating parents and children, write or type it up and distribute it at the next session.

**Extensions of the Activity**

1. If your community has a parent support telephone line or parent respite services, obtain copies of that information and make it available in the group meeting room.

2. Invite a parent to volunteer as recorder if you know someone in the group is willing and able to do that.

## Activity: "Wash Stress Away"

**Learning Objective**

To strengthen parenting skills through practice of healthy coping strategies

**Materials Needed**

- *Thundering Rainstorm* (cassette tape) by Nature's Music. Nashville, TN, Silver Bells Music, 1988
- Cassette tape player

**Suggested Procedure**

1. Introduce the relaxation exercise by validating the reality that "parenting is a hard job" for all parents. All parents experience times when they are concerned about their children or under stress due to family problems.

2. Invite parents to join you in this relaxation exercise. By learning and practicing relaxation techniques parents can reduce the stress levels experienced when problems arise.

3. Play the tape. Dim the lights if you wish and listen to part of the tape.

4. Begin the exercise using the following instructions. Pause between each instruction. Use a quiet serene voice tone.

    a) Gently stretch your arms reaching over your head. Stretch each arm gently upward several times. Right arm; left arm; right again; left again. Bring your arms down slowly to sides of your body.

    b) Relax your shoulders. Feel the shoulder and arm muscles let go of tension. Feel your shoulders and arms relax. Let go of tension.

    c) Close your eyes and listen to thunder. Breath in...and blow out. (Repeat three times.) Imagine rain coming down, slightly warm, refreshing rain. Feel it. Feeling new.

    d) Let go of whatever happened earlier in the day. Brush off one arm with your hand. Then brush off the other arm. Let go. Your children are okay. Let go. This is your time now. Let go. Time for you. Slowly open eyes.

**Extension of the Activity**

1. Use music from the children's classroom and modify the spoken instructions as needed.

## Activity: "Wash Away Stress"

**Extension of the Activity (continued)**

Example: "Kumbaya", a lullaby from the music cassette tape *Shake It To The One That I Love The Best.*

Spoken instructions:

a. Same as above.

b. Same as above.

c. Close your eyes and listen to the lullaby...Imagine resting in a peaceful, comfortable place. Feel the peace...feeling new, refreshed.

d. Same as above.

## Activity: Introduction of Children's Program

**Learning Objective**

To strengthen parenting skills

**Materials Needed**

- One copy for each parent of the Parent Page found at the end of this session. (Note: Parent Pages are found at the end of each session. Page numbers do not appear on the Parent Pages but they are counted in total number of pages.)

**Suggested Procedure**

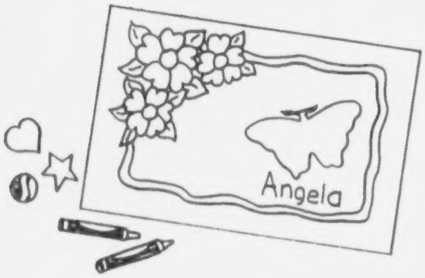
1. Distribute copies of the Parent Page for Session 1 and review it with parents. These may be taken home.

2. Weave the following information into the discussion.

   a. Parents and children participate in the program together.

   b. The children do play and learning activities which they enjoy and which help them grow. For example, story-reading, art, puppet theater, crafts such as the placemats made today, cooking, etc.

   c. Briefly describe how a children's play activity such as art or cooking may also be a learning or skill building activity.



   *Examples:*

   *Art offers opportunities for fine motor development, eye-hand coordination, experimenting with color mixtures, creative expression, seeing oneself as capable of making or doing something, etc.*

   *Cooking offers opportunities for cooperation, fine motor development, predicting and observing changes (science), pre-reading skills (using the recipe), etc.*

   d. Children will have opportunities to play with other children and learn how to get along. Children will experience sharing materials, cooperation during activities, problem-solving and conflict resolution.

3. Discuss with parents the way in which the children's group will develop classroom rules and safety rules for riding on the program's van. (See Preschool Curriculum, Sessions 1 and 2.) Ask parents to think about how rules benefit everyone in a

## Activity: Introduction of Parent Program

**Learning Objective**

To strengthen parenting skills

**Materials Needed**

- "Parent Page" already provided to each parent

**Suggested Procedure**

1. Refer to the "Parent Page" for a list of topics for the parent group. Review the list of topics and invite parents to think about any other topics of special interest to them before the next session.

PARENT PAGE
Number 1

2. Parents may wish to know what type of learning experiences the parent program provides. The leader may explain that the program uses a variety of learning experiences including:

   - Group discussion in whole group and in small groups
   - Short talks by the leader
   - Opportunities for parents to ask questions, offer comments
   - Videos or films
   - Activities such as simple games, worksheets, arts and crafts
   - Role playing
   - Community Resource Presenters (See Session 3, Pages 45-46.)
   - Parent/Child Activities: beginning in Session 10

3. Briefly introduce Parent/Child Activities. (See the Introduction, Volume I, Page 26, for information for the leader.)

4. Discuss the mechanics of the program such as the number of sessions, times, days of the week, etc.

5. Discuss with parents the purpose of home visits. Parents may be concerned about this and some may be suspicious that the visits have a hidden purpose such as reports to Child Protective Services. Reassurance concerning the purpose of home visits is important.

6. Discuss how home visits are scheduled. It is helpful to be flexible about the location or length of time for home visits in order to meet the needs of each family. However, a regular schedule helps to prevent missed visits. Parents with short term memory problems may find a written schedule helpful.

## Activity: Introduction of Parent Program

**Suggested Procedure (continued)**

7. During parent group sessions, there will be opportunities for parents to volunteer for tasks which help the parent group function. These roles are frequently suggested in the procedures or extensions of activities; e.g., keeping time so that the group completes its agenda for each session; taking notes during group discussion; collecting handouts and other information for group members who are absent and ensuring that the absent participant receives these at the next session.

   Preparation of group members for these roles may be needed so that group members understand the need to rotate and share responsibilities. Introduction of the volunteer roles may be done at this time. Further discussion may be needed during the group process discussion when norms are established and/or at the time a volunteer is needed. Some of the topics regarding volunteer roles which need to be addressed by the group are:

   - the purpose of the volunteer's role for the session;
   - ways in which the whole group benefits;
   - system and purpose for taking turns in volunteer roles;
   - the possible results of relying on the same volunteer(s) throughout the program.

   The discussion of volunteer's roles in the group can be a foundation for discussion of roles in the family. Just as responsibilities and opportunities need to be balanced and flexible for individuals in a healthy family, the group also needs balance and flexibility of roles and responsibilities.

## Activity: Closing

**Learning Objectives**

To strengthen nurturing skills
To strengthen parenting skills

**Materials Needed**

- Refer to Parent Page for homework
- Copy of children's "Affirmation Certificate" (See Preschool Curriculum, Appendix E, Pages 252-257.)

**Suggested Procedure**

1. Homework: Refer parents to the Parent Page for this session Ask them to think about what they would like their children to learn in the program. Let them know that the group will discuss the goals for parents and children. Examples of goals:

    - Getting along with others
    - Behavior
    - Learning songs, etc.

    In the next session, parents will also discuss how they want the parent group to work. Examples of topics related to how the group will work are:

    - Attendance
    - Confidentiality
    - Listening/ Getting a turn to talk

    Ask parents to think about this at home and bring their ideas to the next session.

    In subsequent sessions, review the homework assignments which are in the "AT HOME" section of each Parent Page.

2. Review with parents your program's procedure for parents and children to reconnect at the end of the session. Some of the questions which need to be addressed are:

    - Will the children's group come to the parent group room, or parents go to children?
    - How will parents know if the children's group is finished?
    - Should parents go into the children's room? Wait outside?
    - Once the parent group has ended, can parents do other things such as make phone calls, smoke outdoors, etc. before rejoining their children?

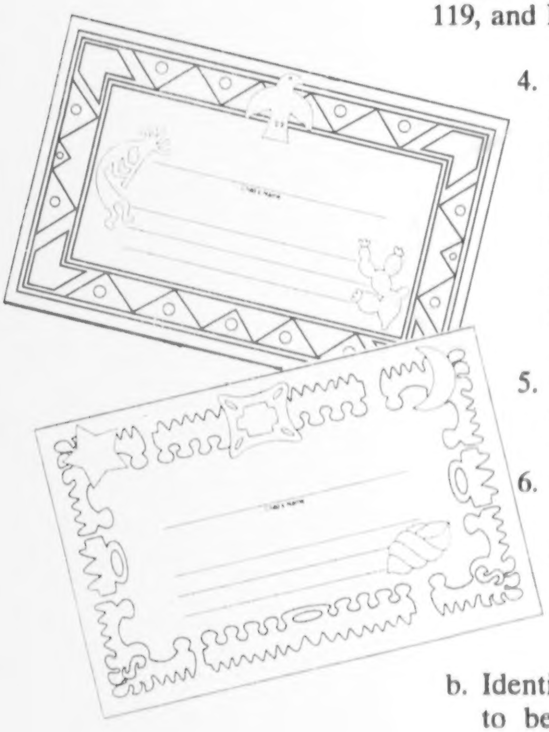
## Activity: Closing

**Suggested Procedure (continued)**

3. Let parents know that reuniting with their child at the end of each session is an important time to "focus on the child." It may be helpful to post simple instructions for the behaviors which indicate paying attention to a child. It may be helpful for the facilitator to model the behaviors with a parent volunteer or an "imaginary child."

   1. Look at your child
   2. Greet your child
   3. Listen to your child

   This is an excellent opportunity to begin to teach parents communication skills such as attending, showing interest, listening, etc., and to begin preparation for Parent/Child Activities which begin in Session 10. (See Session 10, Page 119, and Introduction, Volume I, Page 26.)



4. Show parents a copy of the children's Affirmation Certificate. Point out that each child will receive one at each session they attend. Explain that the certificate gives recognition to each child for something positive which the child has done. Add that recognition of a child's specific, concrete efforts or accomplishments builds self-esteem and a sense of competence

5. Invite questions from parents before closing the session.

6. Preview the next session:

   a. Point out activities which will be continued into another session. Encourage parents to be present so that they can finish these.

   b. Identify topics and new activities or community resources to be used, especially those related to parent goals, commonalities, current issues.

   c. Point out opportunities for parent involvement, input, decision making, etc. Encourage parents to attend; the input of each person is important.

|  | Topics in the Children's Group | In The Parent's Group |
|---|---|---|
| 1. | Get Acquainted | Getting Started |
| 2. | Get Acquainted | Parents Create the Parent Group |
| 3. | Myself, Yourself | What Are My Goals? |
| 4. | Myself, Yourself | How My Child Grows and Changes |
| 5. | Myself, Yourself | How My Child Grows and Changes |
| 6. | My Family, Your Family | How my Child Grows and Changes |
| 7. | My Family, Your Family | Listening: What Does It Mean to Us? |
| 8. | My Family, Your Family | Listening: What Does It Mean to Us? |
| 9. | Everyone Has Feelings | A Resource from Our Community |
| 10. | Everyone Has Feelings | Review and Evaluate Our Progress |
| 11. | Everyone Has Feelings | Family Interactions |
| 12. | Everyone Has Feelings | Family Interactions |
| 13. | Friends Can Be Alike and Different | A Resource from Our Community |
| 14. | Friends Can Be Alike and Different | Stress and Parenting |
| 15. | Friends Can Be Alike and Different | Stress and Parenting |
| 16. | Friends Can Be Alike and Different | Stress and Parenting |
| 17. | Taking Care of Myself | A Resource from Our Community |
| 18. | Taking Care of Myself | Recovery and Parenting |
| 19. | Taking Care of Myself | Recovery and Parenting |
| 20. | Taking Care of Myself | Recovery and Parenting |
| 21. | Having Fun | A Resource from Our Community |
| 22. | Good Bye | Circles of Support |
| 23. | Family Outing | Family Outing |
| 24. | Family Celebration | Family Celebration |

# PARENT PAGE

## Number 1

# PASOS ADELANTE

## *PARENT PAGE*

In The Children's Class Today:

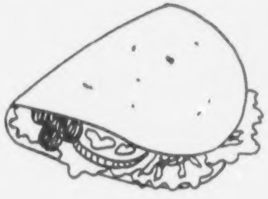
- Safety on the Van - children discuss the rules for safety while riding on the van
- Story: *When I Ride in A Car* by Dorothy Chlad
- Art - Make a snack time Placemat
- Playdough - children use playdough to make tortillas or a favorite food

☑

## SAFETY RULES ON THE VAN

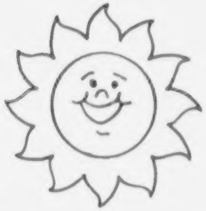
- Wear your seat belt
- Sit in your own seat
- Talk quietly
- Sing or draw quietly
- Keep your hands and head inside
- Let a grown-up close the door
- Eat and drink at home or at school

**Tortillitas Para Mama**



Tortillitas para mama
Tortillitas para papa
Las blancas para mama
Las cafeses para papa

Tortillas for mama
Tortillas for papa
The light ones for mama
The dark ones for papa



Greeting Song

Good morning, good morning
And how do you do?
Buenos dias, buenos dias,
Y como estas?

**AT HOME:**

What Do I Want My Child To Learn?

________________________________________

________________________________________

________________________________________

My Ideas on How the Parent Group Will Work:

________________________________________

________________________________________

________________________________________

# Session 2 Parents Create the Parent Group

| | |
|---|---|
| **Relaxation**<br>(15 minutes) | 1. Wash Away Stress (See Session 1, Pages 12-13.) |
| **Welcome Back**<br>(10 minutes) | 1. Welcome / Bienvenidos<br>2. Invite comments and questions on the last session<br>3. Introduction of Family Albums (See Session 2, Pages 25-26.) |
| **Overview of Today's Sessions**<br>(20 minutes) | 1. Children's Group: Parent Page #2 (See Session 2, Page 27.)<br>2. Parent Group: Agenda for the Day (See Session 1, Page 5, Materials Needed and Suggested Procedure #5.) |
| **Parent Education**<br>(50 minutes) | 1. Group Process Agreement (See Session 2, Pages 28-29.)<br>2. Introduction of Parent-to-Parent Support (See Session 2, Page 32.) |
| **Break**<br>(10 minutes) | |
| **Parent Support**<br>(30 minutes) | 1. Name Web (See Session 2, Pages 33-35.) OR<br>2. Personal Collage (See Session 2, Page 37.) |
| **Closing**<br>(15 minutes) | 1. Invite questions or comments from participants<br>2. Review homework assignment (See Session 2, Parent Page #2.)<br>3. Preview the next session<br>4. Review how parents and children reunite (See Session 1, Pages 18-19, Suggested Procedure #1 and 2.)<br>5. Parents and children reunite |

## Activity: Introduction of Family Albums

**Learning Objective**

To strengthen nurturing skills

**Materials Needed**

- One 2", 3-ring binder in a color of your choice for each participating family
- Plastic sheet protectors, as needed, to hold notebook
- Optional: another copy of "Parent Page #1" for each parent's album
- Optional: three notebook dividers for each family album

**Suggested Procedure**

1. Introduce the family album as a personal record of participation and as a tool for parents to nurture and value themselves, their children, family, extended family and others with whom they live. Parents and children may enjoy using the album to recall enjoyable shared experiences and also relax together.

FAMILY
ALBUM

2. Explain to participants that the family album is intended to be a personal record for both parent and child. Although parents develop and maintain it during the program, the family album should represent both parent and child.

The interweaving of separateness and connectedness, individuality and belonging in healthy family life is an important concept for families with ATOD abuse problems. In the family album, the parent and the child should be represented individually and as persons relating to one another and to other members of the family.

RECIPE
PARENT
PAGE

In order to make this concrete for parents, it may be helpful to provide each participant with dividers which delineate sections of the album for the parent's materials, the child's materials, and for family or shared activities. When the dividers are distributed for parents to label and place in the album, explain that family members are both:

- individuals with their own interests, preferences, and abilities, as well as,
- members of a family in which they relate to others as a spouse or partner, a parent, a son or daughter, a sister or brother, etc.

The dividers help parents to remember that concept as they develop the album.

## Activity: Introduction of Family Albums

**Suggested Procedure (continued)**

3. Many different kinds of materials may be placed in the album. Those might include both parents and child's art work, family photos, program handouts, certificates, texts of songs sung in the children's component, relaxation activities, favorite snack recipes, etc., according to the interests and wishes of each parent and child. Throughout the children's curriculum and supplementary home visit activities, there are suggestions for specific items which may be included. Any materials which parent and child desire and which build upon the family's strengths are appropriate for this album.

4. When parent input (such as the commonalities list) is recorded on the easel pad, copies are distributed to parents. These may be placed in each parent's Family Album. Offer extra copies of the Parent Page in each Session to include in the album.

5. It works well to keep the albums at the center until the end of the program. The notebook can serve as an incentive to complete the program. Parents can add their and their children's items to the album, review handout materials, create their own drawings, collages, etc., to add. The albums are presented to the family to take home at the Family Celebration in Session #24.

6. Provide a shelf or other storage space for parents to keep the albums when not in use. Ask parents to be responsible for storing their albums and other materials in the space provided.

7. Allow time for parents to work on these, update albums, etc.

# Activity: Parent Page #2

**Learning Objective**

To strengthen parenting skills

**Materials Needed**

- 2 copies for each parent of Parent Page #2 found at the end of this session
- Optional: *I Want It* by Elizabeth Crary, or another title in the series used in the children's program
- Optional: Polaroid camera (See Suggested Procedure #5.)

**Suggested Procedure**

1. Parents may place one copy of the Parent Page in their Family Album. The other copy is used during the session and then may be taken home.

PARENT
PAGE
Number 2

2. This parent page contains some information about preschool literacy development. Additional information for the parent group facilitator about how children learn to write may be found in:

   - Hartse, J.C., V.A. Woodward & C.L. Burke. *Language Stories and Literacy Lessons*. Portsmouth, N.H., Heinemann, 1984.
   - Bissex, G.L. *Gnys at Wrk: A Child Learns to Read and Write.* Cambridge, Mass., Harvard University Press, 1980.
   - Schickendanz, J. *More Than the ABC's: The Early Stages of Reading and Writing*. Washington, D.C., NAEYC, 1986.

3. Optional: Invite parents to look at a copy of the book used in the children's group in this session. The theme of the book leads into discussion of classroom rules.

4. Discuss the rules developed by the children's group. Ask parents to identify what the rules mean to them.

5. Point out the "homework" assignment on the back of Parent Page #2. Parents need to bring photos of their child to the next session. These will be used in Session 4, but you will need to determine if any parent does not have photos. Use a polaroid camera to take several photos of that child. If photographs are a problem for families, please feel free to substitute another homework assignment before photocopying Parent Page #2. An alternate activity without photos is provided in Session 4. (See Session 4, Pages 57-58, "Ojos de Dios".)

## Activity: Group Process Agreement

**Learning Objective**

To strengthen family management skills

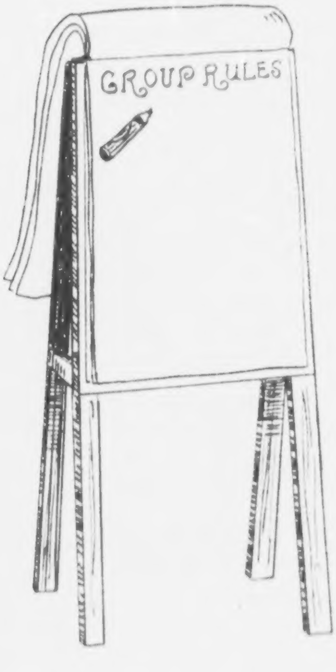
**Materials Needed**

- Easel pad
- Broad tip marker

**Suggested Procedure**

1. The leader facilitates a discussion and development of consensus for conduct of the group. Topics include: confidentiality of all information and discussions; attendance; rules for behavior, etc.

2. Use the homework assignment suggested in Parent Page #1 as a starting point. Did anyone jot down any ideas? Invite parents to share these. Ask the parents what basic agreements they want to make about how the group functions. Allow parents to generate the issues and ideas.



3. Each topic or issue in the agreement needs concrete content in order to be understood clearly by all members of the group. Examples may be found on Pages 30-31. Comparison of the two examples shows how the group added to the norms as topics come up in the group.

4. Leader may consolidate and add other points for consideration. For example the leader may want to ask how the group wants to handle:

   a. Turn-taking; one person who talks more than their share of time.
   b. Unrelated topics or stories which group members bring up.
   c. Interrupting one another.
   d. People arriving late; leaving early.
   e. How to express differences of opinion.
   f. How can parents express support for each other.
   g. What does it mean to treat each other respectfully.
   h. Any participant who attends while using ATOD.
   i. Parents who bring unenrolled children.
   j. Carrying weapons.
   k. Group rules about prescription drugs; e.g., sharing prescription medications in the group.

## Activity: Group Process Agreement

**Suggested Procedure (continued)**

5. Point out to the group that the group rules on group process agreement is there to protect both individuals and the group. It allows each individual participant to express themselves, deal with their own concerns or questions, meet some of their own needs, and work toward their own goals. It also ensures that the group is a safe, respectful environment for everyone and that each person has the opportunity to participate. The group provides a healthy balance of:

   - being oneself and respecting others
   - meeting individual needs and having shared activities
   - individual responsibility, (e.g., arriving on time) and cooperation (turn-taking)

   The group rules help group members maintain healthy personal boundaries.

6. The leader writes up the agreements developed by the group and posts them. This agreement is posted for reference at each session. Copies of the agreement are distributed to each participant.

7. The agreement may be reviewed, revised or added to at any time the need arises. The group process agreement may be reviewed briefly during "Welcome Back" in each session as often as the leader believes the review is helpful. Reviews of the agreement may be helpful to those who experience short-term memory problems or those who miss a session. This review is written into the overview of Sessions 3-8. However, it may be discontinued sooner or extended beyond Session 8 if desired.

# Pasos Adelante Group Norms I

**Original Group Norms Formed by Pasos Adelante Members**

1. **Confidentiality** What does this mean to us?

    a) Information does not leave room by members.
    b) Put things out on table now to be discussed.
    c) Option - Private between the two people involved with the facilitator acting as mediator.

2. **Mutual Respect** What does this mean to us?

    a) Omit smart remarks - sarcasm.
    b) Listen respectively.
    c) Omit prejudging.
    d) Conversation in progress - no prying from oncomer.
    e) Taking turns talking.

3. **Cooperation** What does this mean to us?

    a) On time for group.
    b) Everyone doing their part.

4. **Profanity** What does this mean to us?

    a) Omit name calling.
    b) Use of non-offensive word with self expression-describing.
    c) Not overly gross.

5. **Racism** What does this mean to us?

    a) We want to hear the positive about our culture.
    b) No name calling.
    c) Avoid generalization of a culture or group.

6. **Intoxication** What does this mean to us?

    a) Be up front with the person.
    b) Option - group addresses issue - facilitator follows through.
    c) Person checks in with counselor.
    d) Person can go home when stable for safety.

7. **Medication** What does this mean to us?

    a) Don't take other people's prescription medication.
    b) Aspirin and Tylenol for headaches on break outside.

# Pasos Adelante Group Norms II

**Norms Added by Group Members**

8. Weapons What does this mean to us?

   a) Any item that could cause physical harm to ourselves needs to not be brought in to the center.

9. Break What does this mean to us?

   a) We stay on location at Center. Should our child need us we can be easily located by parents facilitator.
   b) Time to get some fresh air, use restroom, revitalize ourselves.

10. Attendance What does this mean to us?

   a) Meeting on a regular basis.
   b) 3 unexcused absences in a row then a contract will be decided upon amongst the group. Facilitator and Pasos parent member will work together on contract.
   c) Define unexcused - no contact from Pasos parent member.

11. Separation Between Parent/Child What does this mean to us?

   a) Personal time.
   b) Adjustment.

## Activity: Introduction of Parent-to-Parent Support

**Learning Objectives**

To strengthen parenting skills
To strengthen communication skills

**Background Information**

- For background information, See Session 4, Page 62.

**Suggested Procedure**

1. Briefly describe the purpose of Parent-to-Parent Support. Invite parents to suggest issues or topics which would be appropriate for discussion during parent support. Refer to the group norms as the basis for the process of discussion during support time.

2. Involve parents in a discussion of how the group will apply its norms to parent support. Focus on how the group will:

    - Establish a safe and supportive atmosphere for discussion of personal, parenting or family problems and concerns;
    - Develop honesty and respectfulness during discussions;
    - Encourage participants to deal with problems or concerns directly rather than indirectly.

3. Parent-to-Parent Support is part of sessions 4-9 and every other session from session 11-22. (See Session 4, Pages 62-63.)

## Activity: Name Web

**Learning Objective**

To strengthen communication skills

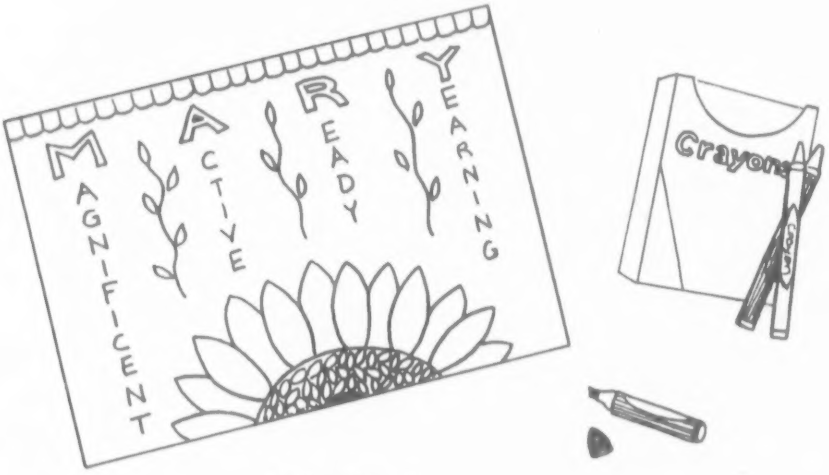
**Materials Needed**

- Colored markers (both thin and broad tip are useful)
- Construction paper
- Copies of word list (optional) or an English or English/Spanish dictionary

**Suggested Procedure**

In Session 2:

1. Distribute construction paper and magic markers to each participant. Place copies of the word list or a dictionary where parents can easily use them if they wish to.
2. Each participant (including the leader) writes his/her name lengthwise across the paper. Using each letter of the name, participants write a word describing themselves.
3. Parents may color, illustrate, or decorate their names, as desired.



In Session 3:

4. Upon completion of the matrix the leader shares his/her name web. Parents are invited to do the same.
5. The leader may point out that she/he is going to be a "good listener" for each parent and hopes all members of the group will try the same.

## Activity: Name Web

**Suggested Procedure (continued)**

To be a good listener, some of the things the leader will do are:

- Listen without interrupting
- Offer non-interruptive encouragement (e.g., "um-hmmm", nodding, etc.)
- Focus on what the speaker is saying (e.g., attending eye-contact as appropriate, open posture, absence of distracting mannerisms such as tapping, fiddling, etc.)
- Non-judgmental and acceptance of the speaker's perspective (e.g., listen for the speaker's point of view, put aside your own opinions and concerns, etc.)

6. At the conclusion of the activity, ask each parent to place his/her name web in the Family Album.

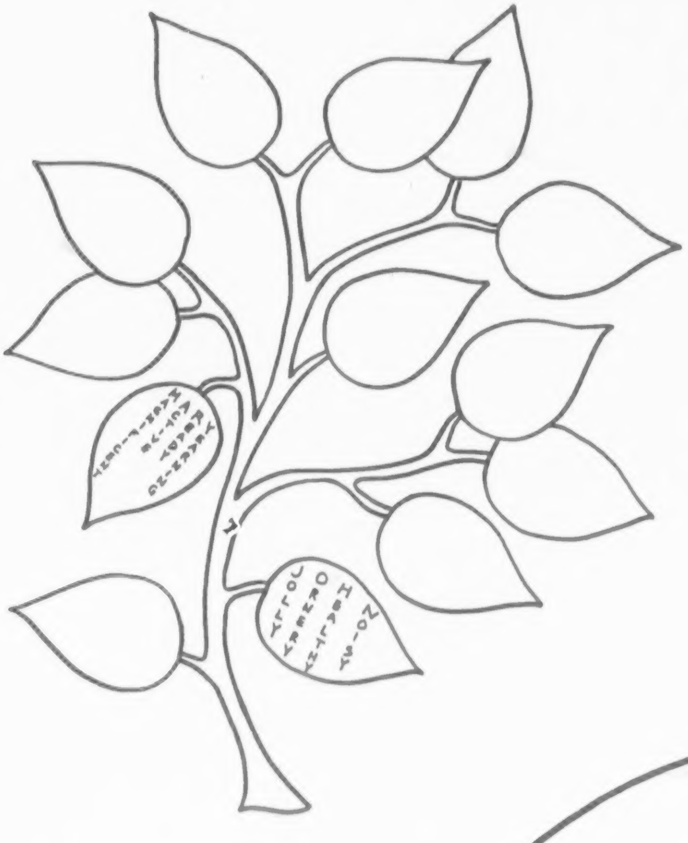
**Extensions of the Activity**

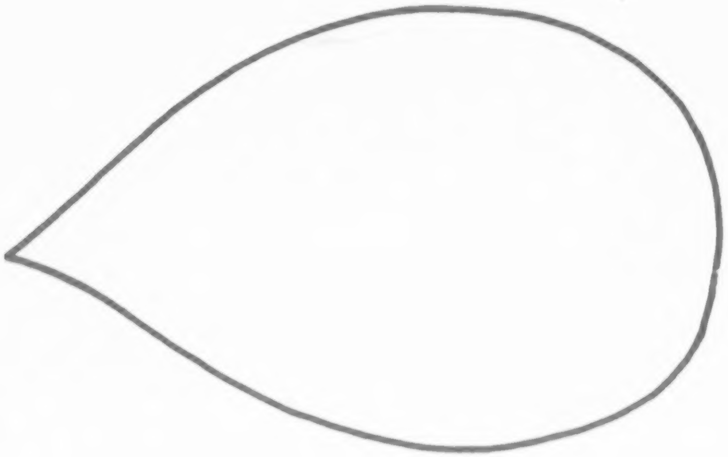
1. If you have access to a word processor, type each parent's name and descriptive words on 8-1/2" x 11" paper in large type. Type may also be enlarged on a copier. Parents have responded very positively to what they saw as the "professional" look of their products typed and printed by the computer.

## Activity: Name Web

**Extensions of the Activity (continued)**

2. Parent's names and descriptive words may also be created in a leaf shape and placed together in a friendship tree or vine. A copy is also placed in the Family Album. The leaf pattern below may be enlarged and used.





## Activity: Personal Collage

**Learning Objective**

To strengthen communication skills

**Materials Needed**

- Scissors
- Glue
- 12" x 18" construction paper
- Brushes or use bottles of glue with dispenser caps
- Magazines
- Colored markers (fine point)

**Suggested Procedure**

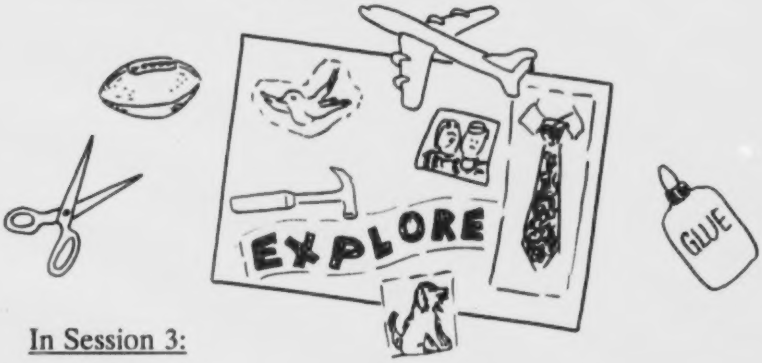
In Session 2:

1. Each parent cuts pictures from magazines or creates drawings and/or symbols which represent perceptions of self, family, lifestyle, etc.

2. Each parent arranges the magazine pictures or drawings on the construction paper and glues them in place.

3. Parents may add any words they wish to describe or supplement the pictures or symbols in their collages.

FITNESS
Home Builder
nce



In Session 3:

4. Invite each participant to show his/her collage to the group and describe its meaning. This process may also be done with partners rather than the whole group, if desired.

5. The leader may identify and model listening skills as described in Session 2, Pages 33-34, Suggested Procedure #5.

6. Collages may be displayed in your center or in the group room, if parents agree.

**AT HOME:**

Look for photos of your child at home. Bring them to the next group meeting.

*Please bring a*
*baby picture of*
*your child*
*to the*
*next session.*

*Bring 2 - 3 photos*
*of your child*
*from age 2 of to now.*

---

# PARENT PAGE

**Number 2**

# PASOS ADELANTE

## *PARENT PAGE*

Activities in the Children's Group:

- "Buckle Your Seat Belt" - a story about using a seat belt for safety in the car or van
- Story: *I Want It* by Elizabeth Crary - a story about sharing toys helps children learn how to solve problems
- Classroom rules - children discuss the classroom rules

## ☑ CLASSROOM RULES

- Take good care of yourself
- Take good care of other people
- Take good care of the toys

What do these rules mean to us as parents? How do we expect our children to behave?

______________________________

______________________________

______________________________

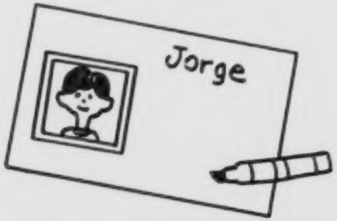
______________________________

---

*You can help your child sign in:*

- Remember that your child is not ready to write "correctly" like an adult.
- Pay attention to your child when s/he signs in.
- Let your child make his or her own mark or sign.
- Encourage your child by saying something like:

"Wow! You did that yourself."
or
"Look what you can do."
or
"You did a good job of signing in."



*What does your child learn by signing in?*

- Your child practices using writing tools
- Your child sees what his or her name looks like
- Your child learns to feel proud of what s/he can do, especially when you notice and encourage him/her
- Your child learns to try new things without being afraid of mistakes

# Session 3 What Are My Goals?

| | |
|---|---|
| **Relaxation**<br>(15 minutes) | 1. Wash Away Stress (See Session 1, Pages 12-13.) |
| **Welcome Back**<br>(10 minutes) | 1. Welcome / Bienvenidos<br>2. Invite questions or comments on the last session<br>3. Review group process agreement<br>4. Update on homework from last session: Who brought in photos for use in Session 4? |
| **Overview of Today's Sessions**<br>(20 minutes) | 1. Children's Group: Parent Page #3 (See Session 3, Page 43.)<br>2. Parent Group: Agenda for the Day (See Session 1, Page 5, Materials Needed and Suggested Procedure #5.) |
| **Parent Education**<br>(50 minutes) | 1. Complete Name Web or Personal Collage Activity (See Session 2, Pages 33-37.)<br>2. My Goals in Pasos Adelante (See Session 3, Page 44.) |
| **Break**<br>(10 minutes) | |
| **Parent Support**<br>(30 minutes) | 1. Calendar (See Session 3, Pages 45-46.) |
| **Closing**<br>(15 minutes) | 1. Invite questions and comments from participants<br>2. Review homework assignment (See Session 3, Parent Page #3.)<br>3. Preview the next session<br>4. Review how parents and children reunite (See Session 1, Pages 18-19, Suggested Procedure #2 and 3.)<br>5. Parents and children reunite |

# Activity: Parent Page #3

**Learning Objective**

To strengthen parenting skills

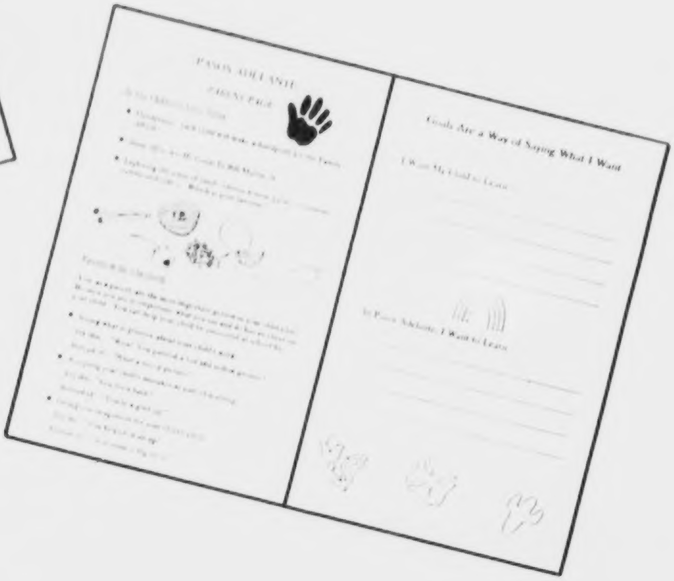
**Materials Needed**

- 2 copies for each parent of Parent Page #3 found at the end of this session
- Optional: *Here Are My Hands* by Bill Martin, Jr.

**Suggested Procedure**

1. Parents may place one copy of the Parent Page in their Family Album. The other copy is used during the session and then may be taken home.
2. Optional: Invite parents to look at a copy of the book used in the children's group in this session.
3. Review the parent page with the parent group.
4. To complete the section of the Parent Page entitled "Goals Are A Way of Saying What I Want" (See Parent Page #3.)
5. Homework: Another opportunity to bring in photographs. (See the back of Parent Page #3.)

Parent Page
Number 3



PASOS ADELANTE

PARENT PAGE

Goals Are a Way of Saying What I Want

I Want My Child to Learn

In Pasos Adelante, I Want to Learn

BEST COPY AVAILABLE

## Activity: My Goals in Pasos Adelante

**Learning Objectives**

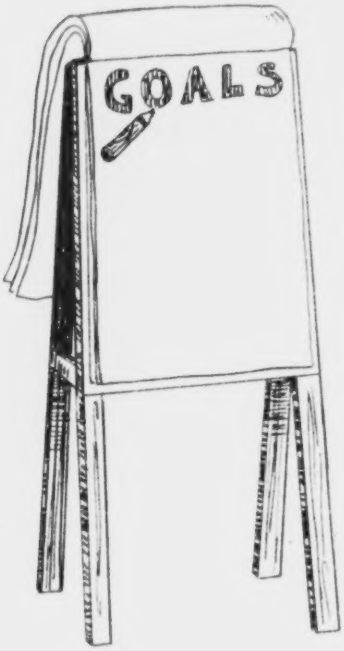
To strengthen parenting skills
To strengthen family management skills

**Materials Needed**

- Easel pad
- Broad tip marker
- Family Albums with a copy of Parent Page #1 and #3

**Suggested Procedure**

1. Invite parents to recall the homework for Parent Page #1 which was to think about what they would like their children to learn. Ask parents to use Parent Page #3 to identify the goals they have for their children and themselves in the Pasos Adelante program. Give the group a few minutes to think about and write down goals.



2. Ask parents to share one or more of the goals for their children. Record parents responses on the easel pad. Use parents initials to identify their goals for their children.

3. Repeat the process asking parents to identify their own goals.

4. Discuss the commonalities which can be formed among parents' goals for themselves and their children. Point out shared themes and interests.

5. Point out the value of goals as a way of clarifying what we want and deciding how to plan for that.

6. Write or type up all the goals with identifying initials. Provide a copy for each parent. These may be placed in the Family Album.

FAMILY ALBUM

7. A copy of the goals is also posted in the group meeting room. This list needs to be saved for use in Session 10.

8. If any members are absent add their goals in the next session. Continue discussion as needed to clarify goals and provide concrete understanding.

9. Review goals as needed. Goals review is planned in Session 10.

10. Use parents' goals for themselves and their children as a focus for home visits.

## Activity: Calendar

**Learning Objective**

To strengthen family management skills through experience with planning

**Materials Needed**

- Copy of the blank calendar for each parent (See Appendix A, Page 317.)
- Pencils
- Goals developed by parents written on the easel pad
- Tape
- Easel pad
- Broad tip marker

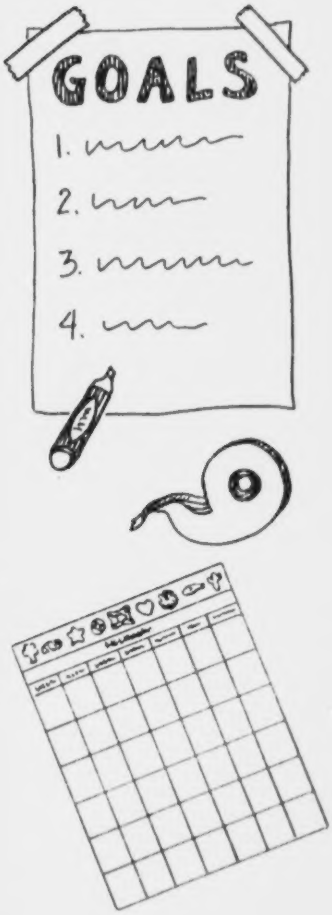
**Suggested Procedure**

In Session 3:

1. Tape up the goals list generated by parents so that everyone can see it.
2. Review the themes and topics evident in the goals.
3. Brainstorm with parents topics of interest to them which they would like to explore through community resource presentations in the parent group. Examples of topics presented by community resources for parents may be found in Session 3, Page 47.
4. Once a list is developed, ask parents to think about the four topics they want most to learn about.

In Session 4:

5. Review the topics. Any additions or changes? Ask parents to choose four topics which they want most to learn about. Ask parents to vote for those four topics.
6. Ask members of the group if the topics selected for community presentations are agreeable to everyone even though they are not a first choice for all participants. Any major disappointments? If so, ask for suggestions from the group to reach a solution. Facilitate the group process so that a consensus on topics is reached.



## Activity: Calendar

**Suggested Procedure (continued)**

7. Once consensus on the four topics is established, the leader will need to follow-up with available community resources to schedule presentations. As dates for presentations are scheduled, ask group members to write them into their calendars during parent group sessions. For example: The topic for Session 9 may be written into the calendar in Session 4.

8. If presenters are not available or changes in topic need to be made, the parent group will need to re-negotiate new topics or dates. The leader facilitates this process of decision-making by the group when needed.

9. At least two weeks prior to the presentation the parent group will spend part of its parent education time developing a series of questions related to the presenter's topic. Example of these as shown in Session 6, Page 86. This list of questions is used by the presenter to focus information on the parent's interest. The list is also used by the facilitator to assist group members in staying focused during the presentation. A copy is given to each parent.

10. A copy of the calendar is posted in the parent group room.

**Extension of the Activity**

1. As group members gain experience they themselves may become resources for the group. For example, a parent who had attended 3-4 program cycles videotaped a television program on domestic violence. This tape was viewed by the group, and the parent shared the facilitator role with the staff member leading the group.

# Sample Community Presentation Topics

**Areas of Interest Generated by Pasos Adelante Parent Members:**

- AIDS Presentation - with video and posters
- Helping Your Child Say No to Drugs - video and discussion
- Domestic Violence - causes, how to cope
- GED Preparation
- CPR and Safety - certification
- Gang Prevention
- Planned Parenthood Presentation on Sexually Transmitted Diseases and Contraceptive Methods - free kits
- Self-Esteem - for children and adults
- Children - helping children feel good about themselves
- Adults - physical and mental exercises to help us learn how to relax
- Pima Community College Outreach
- Death, Grief and Resolution
- Rape Crisis
- First Aid and Safety - American Red Cross
- Rape Crisis Center - presenter researched by a parent
- Domestic Violence - "Little Victims"
- Adolescent Stages and Drug Exposure

## AT HOME:

Look for photos of your child at home. Bring them to the next group meeting.

*Please bring*
*one or two photos*
*of your child*
*as a baby.*

*Bring 2 - 3 photos*
*of your child*
*from age 2 up to now.*

YOU WILL NEED THESE FOR AN ART ACTIVITY IN THE NEXT SESSION

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# Parent Page

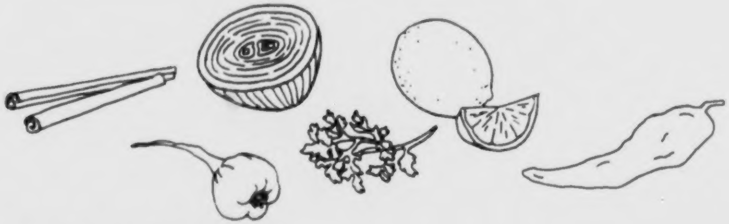
### Number 3

# PASOS ADELANTE

## *PARENT PAGE*

In The Children's Class Today:

- Handprints - each child will make a handprint for the Family Album
- Story: *Here Are My Hands* by Bill Martin, Jr.
- Exploring the sense of smell - cloves, lemon, garlic, cinnamon, vanilla and others. Which is your favorite?



Parents in the Classroom

You, as a parent, are the most important person in your child's life. Because you are so important, what you say and do has an effect on your child. You can help your child be successful at school by:

- Seeing what is positive about your child's work:

  Try this: "Wow! You painted a red and yellow picture."

  Instead of: "What a messy picture."
- Accepting your child's mistakes as part of learning:

  Try this: "You tried hard."

  Instead of: "You're a goof up."
- Giving encouragement for your child's effort:

  Try this: "You helped clean up."

  Instead of: "You made a big mess."

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# Goals Are a Way of Saying What I Want

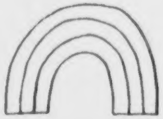
I Want My Child to Learn:

______________________________

______________________________

______________________________

______________________________



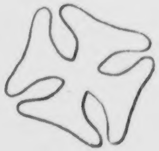
In Pasos Adelante, I Want to Learn:

______________________________

______________________________

______________________________

______________________________



# Session 4 How My Child Grows and Changes

| | |
|---|---|
| **Relaxation**<br>(15 minutes) | 1. Wash Away Stress (See Session 1, Pages 12-13.) |
| **Welcome Back**<br>(10 minutes) | 1. Welcome / Bienvenidos<br>2. Invite questions or comments on the last session<br>3. Review group process agreement, as needed<br>4. Homework from previous sessions: Photos for use in this Session? |
| **Overview of Today's Sessions**<br>(20 minutes) | 1. Children's Group: Parent Page #4 (See Session 4, Page 53.)<br>2. Parent Group: Agenda for the Day (See Session 1, Page 5, Materials Needed and Suggested Procedure #5.) |
| **Parent Education**<br>(55 minutes) | 1. Review "What Are My Goals?" (See Session 3, Page 44, Suggested Procedure #8 and 9.)<br>2. Continue Calendar (See Session 3, Pages 45-46, Suggested Procedure #5, 6, and 7.)<br>3. Introduce Family Pictures (See Session 4, Page 56.) OR Introduce Ojo de Dios (See Session 4, Pages 57-58.)<br>4. Incorporate Child Development Information (See Session 4, Pages 59-61.) |
| **Break**<br>(10 minutes) | |
| **Parent Support**<br>(30 minutes) | 1. Parent-to-Parent Support (See Session 4, Pages 62-63.) |
| **Closing**<br>(15 minutes) | 1. Invite questions and comments from participants<br>2. Review homework assignment (See Session 4, Parent Page #4.)<br>3. Preview the next session<br>4. Review how parents and children reunite, as needed. (See Session 1, Pages 18-19, Suggested Procedure #2 and 3.)<br>5. Parents and children reunite |

## Activity: Parent Page #4

**Learning Objective**

To strengthen parenting skills

**Materials Needed**

- 2 copies for each parent of Parent Page #4 found at the end of this session
- Optional: *Blanket* by Margot Apple

**Suggested Procedure**

1. Parents may place one copy of the Parent Page in their Family Album. The other copy is used during the session and then may be taken home.

2. Optional: Invite parents to look at a copy of the book used in the children's group in this session.

3. Discuss the Parent Page with the parent group.

4. Review the "AT HOME" section with parents. Ask them to think about family traditions as homework assignment. Invite them to jot down their ideas in the blanks provided.

**Background Information on Diversity**

1. In Parent Pages #4 and #5, concepts related to diversity are introduced. An important aspect of the multicultural content of this curriculum is the process used to facilitate relationships among diverse group members. An anti-bias approach is suggested. This approach has several important themes:

   a. People are alike and different. Their differences are important, not irrelevant.
   b. Differences among people are valuable and interesting.
   c. Injustice to a person as a result of bias (e.g., skin color) should be actively addressed rather than ignored or covered up.

   You may wish to share those themes with your parent group. For further information on the anti-bias approach, see the *Anti-Bias Curriculum* by Louise Derman Sparks et al. Washington D.C., NAEYC, 1989.

2. From the perspective of the group facilitator or teacher, the themes which emerge from the anti-bias approach to diversity are directly significant for children (and parents) from families with ATOD (alcohol, tobacco or other drug) abuse problems.

Parent Page

## Activity: Parent Page #4

**Background Information on Diversity (continued)**

a. Denial is a mechanism used in ATOD abusing families to maintain behavior patterns which permit continued abuse. Denial behaviors limit or invalidate perceptions of reality. For example, changes in behavior or mood related to addiction are explained in terms of "not feeling well," "tired," "stressed out," rather than as "alcohol abuse" or "drug abuse." The anti-bias approach to diversity does not deny or minimize perceptions. It openly acknowledges and values racial, ethnic, religious and cultural differences among people and encourages an accurate statement of those differences.

b. Denial is a feature of family functioning which affects the development of children. Denial establishes a pattern in which children learn to mistrust their perceptions and assessment of reality. The development of healthy self-awareness and definition is attenuated. A child's locus of control frequently remains external. The anti-bias approach requires that adults facilitate identification of feelings with children and a problem-solving process to deal with feelings and behavior.

c. In ATOD abusing families, adult caretaker roles are often assumed by children in order to maintain the family. In the anti-bias approach, adults actively take responsibility for addressing hurtful, disrespectful responses to differences, and openly problem-solve with children alternatives to any incidents which arise.

   *Example:* *Jane tells Savanna (a child of color) that her skin is dirty and she won't sit next to her at snack time. The teacher intervenes to 1) affirm the value that everyone in the group has a right to feel safe and important here, 2) encourage Savanna to say how she feels about Jane's comments, and 3) gently and respectfully clarify for Jane that everyone's skin has color - some lighter and some darker. Color is not dirt. The teacher also has the responsibility to follow-up with a group discussion or activity about skin color and other skin markings such as freckles.*

3. Parents in your group may need to explore their own feelings about racial, ethnic and cultural differences during parent support. Parents may also need some of the same information

## Activity: Parent Page #4

| | |
|---|---|
| **Background Information on Diversity (continued)** | about skin color, etc., that children need. Whatever issues arise during parent support time, the bottom line in both parents' and children's groups is that all participants need to behave so that everyone in the group is safe and respectfully treated even during disagreements. |

## Activity: Introduce "Family Pictures"

**Learning Objectives**

To strengthen parenting skills through increased knowledge of child development

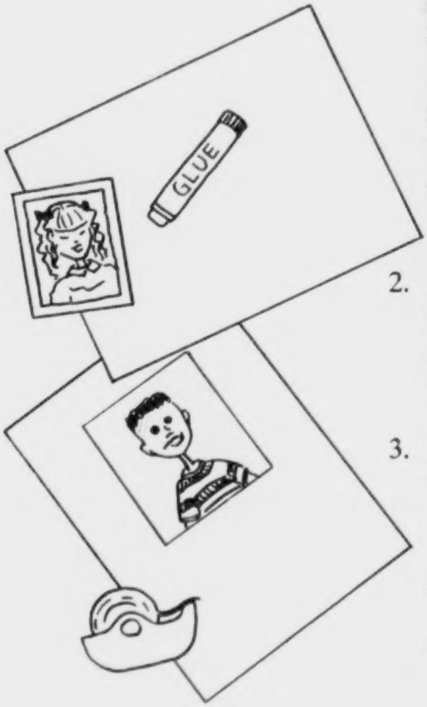
**Materials Needed**

- Easel pad
- Broad tip marker
- Parents each need 3-4 photos of their own child from 0-5 years
- 3-4 pieces of 9" x 12" construction paper for each parent (See Session 5, Pages 71-72.) You may want to trim construction paper to fit album size, if necessary
- Glue sticks or transparent tape for mounting pictures
- One file folder for each parent

**Suggested Procedure**

1. Introduce the art activity. Point out how it can be related to children's growth and development.

   Note: This activity is designed to be done over three sessions. This session begins by introducing some basic child development concepts in connection with the introduction of the activity. In Session 5, the continuation of the activity includes discussion of the healthy development of infants. In Session 6, the activity is completed and the discussion focuses on the development of toddlers and preschoolers.



2. Ask parents to mount the pictures, at the top of each piece of construction paper. Ask parents to label each picture with the name of their child and the age of the child at the time of the photo.

3. Invite parents to share their pictures with the group. Ask them to talk about the child's age (when the photo was taken) and anything they recall about the child's:

   a. behavior: e.g., was learning to crawl, said "no" to everything; really didn't want me to help with....
   b. preferences: e.g., hated baby food carrots and spit them out, loved playing in the bathtub, slept with lots of stuffed toys, etc.
   c. interests: e.g., would watch the mobile when it swung around, loved peek-a-boo, always played with the buttons on the TV, tried my lipstick and perfume.

4. Relate the information which parents share to the basic Child Development Information on Session 4, Pages 59-61.

## Activity: Introduce "Ojo de Dios"

**Learning Objectives**

To strengthen parenting skills through increased knowledge of child development

**Materials Needed**

- Easel pad
- Broad tip marker
- Selection of yarns for Ojo de Dios (See Session 5, Page 73.)
- Two popsicle sticks or two 6" pieces of 1/4" dowel rod for each parent
- One large ziplock plastic bag for each parent

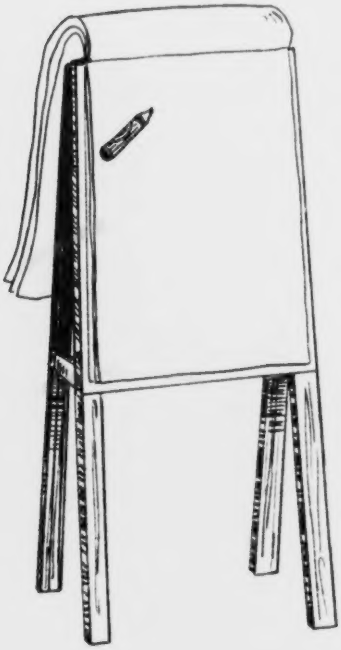
**Background Information**

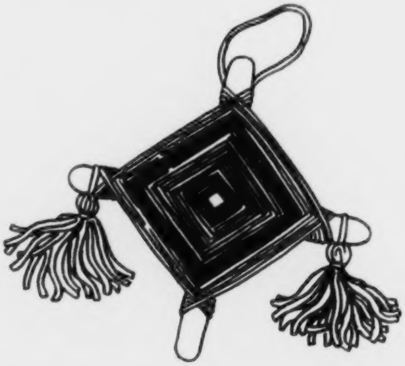
1. An Ojo de Dios is made by winding and stretching colored yarn onto sticks joined in the shape of a cross. In many cultures, an Ojo de Dios is considered protection against evil. The center color symbolizes the eye through which "God" watches over and protects a person. In Mexico it is a special symbol associated with children. When a child is born the father makes the center or "eye". Another color is woven for each year of the child's life. Once the child is five, the Ojo de Dios is completed.

**Suggested Procedure**

1. Introduce the art activity. Describe the cultural significance of the Ojo de Dios. Point out how it can be related to children's growth and development.

Note: This activity is designed to be done over three sessions. This session begins by introducing some basic child development concepts in connection with the introduction of the activity. In Session 5, the continuation of the activity includes discussion of the healthy development of infants. In Session 6, the activity is completed and the discussion focuses on the development of toddlers and preschoolers.





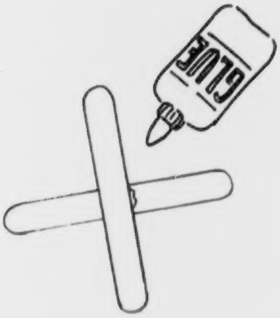
## Activity: Introduce "Ojo de Dios"

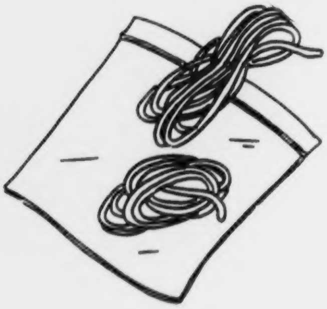
**Suggested Procedure (continued)**

2. Ask parents to select the colored yarns they want to use in the Ojo de Dios. Assist parents as needed to determine how many colors of yarn are needed to construct an Ojo which matches the age of the child in the program.

3. Show group members how to glue or tie together the sticks. Allow the glue to dry.

4. Ask parents to place their materials in a ziplock bag and to place the bag with their "Family Album" on the parents storage shelf.





# Child Development Information for the Group Leader

**Background Information for the Leader**

Parents who have been ATOD abusers frequently have grown up in families which have alcohol or other drug abuse problems. As a result, their understanding of normal development in children may be limited. ATOD abuse affects family dynamics, roles and relationships in the family, perceptions, memory, and contact with others outside the family. These factors in turn have an impact on the development of children. Parents who themselves have grown up in such families may have few reference points or models of normal development.

They may have unrealistic expectations for their own child's behavior and skills. Some may expect children to behave, think, and feel like adults. They may expect perfection. Others may underestimate their child's abilities. They may over-protect a child, foster dependence and immature behaviors.

Weave into the discussion the following information and concepts related to child development concepts: physical, cognitive and psychosocial development; readiness; individual differences.

**Child Development Information for the Leader**

Child development is the study of the how and why children change and remain the same as time passes. Parents are interested in how their children grow and change. They may notice that there are also some ways in which each child remains the same in spite of changes. For example, a parent recognizes the face of his or her child even though the child changes in appearance from infancy through other childhood stages. Child development can help parents understand the patterns of growth and change. It can help them recognize how their child is like other children and how their child is an individual.

Children develop in these important areas which are all related to each other: **physical development, cognitive development, and psychosocial development.**

1. **Physical development** -- the growth and change in a person's body -- is the easiest to observe. It includes changes in height, weight, muscles, bones, glands, the brain, eyes, ears, etc. It also includes changes in a child's ability to move and the amount of control a child has over his or her movements.

## Child Development Information for the Group Leader

Examples of change over time:

*An infant first learns to roll over, to sit up and then to stand.*

*It may be difficult for a preschooler to pour water from a pitcher into a glass without spilling. As she/he gains more control over muscles and movements, this will be easier.*

*Most three year olds will have difficulty hopping on one foot. By five years of age, most children are able to do that.*

2. In the same way, children's minds and thinking processes, emotions and social abilities grow and change over time (**cognitive and psychosocial development**). All the areas of child development are related to each other.

   For example:

   *A child's brain grows and changes during the first five years of life. This is part of physical development or growth and change in a child's body.*

   *Changes in a child's brain allow a child to improve some skills like pouring, cutting food with a knife and fork, or hopping on one foot. Growth and change in a child's brain help that child get ready to develop social skills like table manners, sense of balance and coordination needed for hopping, etc.*

3. The example above shows how development has a lot to do with whether a child is ready to do some tasks in the way that adults often want them done; e.g., pouring without spills. This child development concept is called **readiness**. Readiness is a general idea, not a hard and fast rule. Children are not all ready to do the same things at the same time. There is a wide range of potential for children at a given age and **individual differences** are very important.

   A child's development and individual differences can be affected by many influences. These include inherited characteristics and many aspects of experience -- family, school, caregivers, teachers, neighborhood, community, culture, economy, etc. (ecological development). A child may inherit a basic

## Child Development Information for the Group Leader

temperament such as a tendency to be shy, or sensitive to noises, or restless. A child's experiences can help to shape how she/he responds and feels about him/herself.

*An example related to temperament and experience:*

*Joe is a four-year-old who often is shy in new situations. His parent helps him by allowing him time to adjust to new people and situations without pressuring him to play until he has had time to watch and feel comfortable. His parent encourages him to play when he decides he is ready. His parent avoids talking about how shy he is in front of him and does not criticize him for taking his time to size things up. When Joe feels comfortable, he joins the other children and plays happily. Joe's parent is helping Joe to accept his own temperament and do what he needs to do to manage his experiences.*

4. In preparation for other topics in this curriculum, such as personal boundaries or family interactions, emphasize that as children grow and gain their experiences, they develop their

    - potential and preferences as **individuals**
    - potential and preferences in **relationships with others.**

## Activity: Parent-to-Parent Support

**Learning Objectives**

To strengthen skills through awareness of coping strategies
To strengthen communication skills

**Background Information**

Parent-to-Parent Support evolved out of the invitations for questions and comments in each session. Personal and family issues currently affecting the lives of parents and their children were raised with increasing frequency as trust within the group increased. The support function of the parent group was obviously important to group members. The nature and intensity of some of the issues brought to the group indicated they should not be set aside. These included death in the family, suicidal ideation in a family member, relapse during pregnancy, arrests, a prison sentence for a family member, ongoing ATOD abuse or dealing by other family members. During discussion of these issues in the group, parents offered support, information, and feedback to each other.

In some cases, issues raised by parents necessitates follow-up with clinical staff. Follow-up is done when there is a family crisis and also with those parents for whom crisis was a pattern of behavior. Such patterns indicate a need for exploration of the purpose of crisis in the life of the family and development of alternative ways of functioning. In some cases, program staff might address problems and alternative strategies during home visits.

At the same time, issues brought to the group tend to set off a chain reaction of story-telling and past experiences among group members. While both current issues and past experiences offered useful material for discussion, it was sometimes necessary to refocus discussion on the session topics and to limit the time devoted to parent support.

In order to meet the evident need for parent support, a limited amount of time was set aside within the program. Material raised during parent support time could sometimes also be related to the material in the session.

**Suggested Procedure**

1. Parent-to-Parent Support was introduced in Session 2. (See Session 2, Page 32.)

2. In Session 4, review the norms and the purpose of Parent-to-Parent Support. Invite participants to identify any changes or additions to the norms which they believe are important for the support group to consider.

## Activity: Parent-to-Parent Support

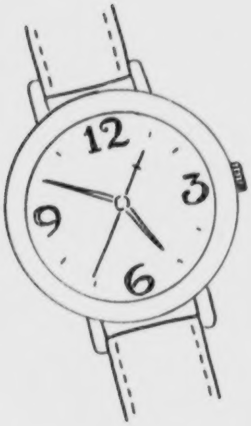
**Suggested Procedure (continued)**

3. At the beginning of Parent-to-Parent Support time, it may be helpful to identify how many participants have an issue for discussion. The group may need to consider how time is allotted.

4. Parent-to-Parent support time offers an opportunity to focus on parents' coping skills. Each discussion needs to include some exploration of coping strategies. The following questions may be used to prompt discussion:

   a. How can you take care of yourself through this?

   b. Which are healthy coping strategies? Unhealthy ones?



5. To allow parents time to shift gears from parent support into the end of the session, the staff facilitator needs to signal the approaching closure.

   "We have 10 minutes (5 minutes...) left before we close our session."

   Before closure of support time, the facilitator may also need to guide an issue toward a resolution, offer an opportunity for follow-up or later discussion, or check to see if members of the group are prepared for the transition to "Closing Time."

**Extensions of the Activity**

1. Invite a participant to be the time keeper, as needed.

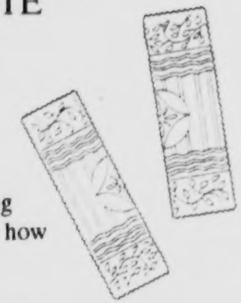
2. A brief repeat of a relaxation exercise may assist the group in letting go of discussion topics and preparing for closure of the session.

# Parent Page

Number 4

# PASOS ADELANTE

## *PARENT PAGE*



In The Children's Class Today:

- Multicultural pattern sticks - a matching game which helps children learn to see how things can be alike or different.
- Story: *Blanket* by Margot Apple. About a child who has a favorite blanket.
- Touch and Feel Box - Reach inside a box to feel the things inside. Talk about how they feel - soft or hard, round like a ball, bumpy or smooth, etc., or square like a block.

When You Are in Your Child's Classroom:

- Notice what is positive about your child's work:

  Try this: "Wow! You painted a red and yellow picture."

  Instead of: "What a messy picture."

- Accept your child's mistakes as part of learning:

  Try this: "You tried hard."

  Instead of: "You're a goof up."

- Give encouragement for your child's effort:

  Try this: "You helped clean up."

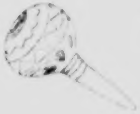
  Instead of: "You made a big mess."

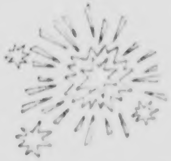
### AT HOME:

You as a parent, are your child's first teacher. You are the most important person in your child's life. Your child learns many things from you including:

- The language or languages you speak.
- The special holidays or ceremonies you celebrate.
- The special foods you prepare.

Those are part of the cultural traditions of your family. At home, try to identify what traditions are important in your family. Music? Religion? Recreation? Family events? Lifestyle?





# Session 5 How My Child Grows and Changes

| | |
|---|---|
| **Relaxation**<br>(15 minutes) | 1. Relaxation Exercise: Breathing (See Session 5, Page 69.) |
| **Welcome Back**<br>(10 minutes) | 1. Welcome / Bienvenidos<br>2. Invite questions or comments on the last session<br>3. Review group process agreement, as needed. |
| **Overview of Today's Sessions**<br>(20 minutes) | 1. Children's Group: Parent Page #5 (See Session 5, Page 70 and Homework from Parent Page #4.)<br>2. Parent Group: Agenda for the Day (See Session 1, Page 5, Materials Needed and Suggested Procedure #5.) |
| **Parent Education**<br>(55 minutes) | 1. Review Calendar/Community Resource Plans<br>2. Family Pictures and Child Development Discussion (See Session 5, Pages 71-72.) OR<br>2. "Ojo de Dios" and Child Development Discussion (See Session 5, Pages 73-74.) |
| **Break**<br>(10 minutes) | |
| **Parent Support**<br>(25 minutes) | 1. Parent-to-Parent Support (See Session 4, Pages 62-63.) |
| **Closing**<br>(15 minutes) | 1. Invite questions and comments from participants<br>2. Review homework assignment (See Session 5, Parent Page #5.)<br>3. Preview the next session<br>4. Parents and children reunite (See Session 1, Pages 18-19, Suggested Procedure #2 and 3.) |

## Activity: Relaxation Exercise: Breathing

**Learning Objective**

To strengthen parenting skills through the practice of healthy coping strategies

**Group Size**

Whole group

**Materials Needed**

- None

**Suggested Procedure**

1. Explain to the group that this new relaxation exercise is the same one which the children's group is learning today. After a few sessions, both parents and children will be familiar with it and able to do it together at home.

2. Ask parents to sit so that they are comfortable, their backs are straight and arms/hands resting comfortably in their laps.

3. Demonstrate how to take in a big breath that fills your lungs and let it out gradually. Invite the group to do the same.

4. Ask group members to close their eyes and take a slow, big breath while you count to three. Then let it out slowly while you count backwards, "3-2-1."

5. Continue the exercise, using the following:

   a. Take a breath and pretend to fill your whole body to your fingertips with air (count 1-2-3). (Pause.) Now let it out slowly (count 3-2-1).
   b. Now take some small gentle breaths (in, out; in, out; in, out).
   c. Pause
   d. Repeat a, b, c several times, substituting "toes," etc. for "fingertips."
   e. The last time, speak as softly and calmly as possible.

6. Ask parents to listen to their own breathing and invite them to imagine resting on a soft pillow; they are warm, comfortable, and peaceful.

7. Ask parents to slowly open their eyes, stretch their arms high over their heads, reach up to touch a cloud in the sky. Stretch, stretch quietly; then put their hands in their laps.

**Extension of the Activity**

1. Play quiet music in the background while doing the exercise.

# Activity: Parent Page #5

**Learning Objective**

To strengthen parenting skills

**Materials Needed**

- 2 copies for each parent of Parent Page #5 found at the end of this session
- Optional: *KIDS* by Catherine and Laurence Anholt
- Easel pad
- Broad-tip marker

**Suggested Procedure**

1. Parents may place one copy of the Parent Page in their Family Album. The other copy is used during the session and then may be taken home.
2. Optional: Invite parents to look at a copy of the book used in the children's group in this session.
3. Use the homework for Session 4 as a starting point. To begin a discussion with parents about the program's approach to diversity. The "AT HOME" section of Parent Page #4 asks parents to begin thinking about the traditions of their families.
4. Use these items on Parent Page #5 to continue the discussion: Cooking rice; the story *KIDS;* Appreciating Ourselves and Others.
5. Invite parents to share with the group aspects of their racial / ethnic / cultural / religious / language heritage which are important to their family. List these briefly on the easel pad. Use parents' initials to identify each parents' contribution. Use the process questions below or create your own.
6. Homework: Parents may try the breathing exercise used for relaxation at home. They may do it alone or with their child.

PARENT PAGE
Number 5

**Suggested Process Questions**

1. What traditions are important in your family?
2. What traditional foods do you prepare?
3. Does your child notice people who are different from her/himself?
4. How do you feel about people who are different from you? Families who are different from yours?

# Activity: Family Pictures

**Learning Objectives**

To strengthen parenting skills through increased awareness of child development

To strengthen nurturing skills

**Materials Needed**

- 3-5 photos of the parent's child as an infant, toddler and preschooler which each parent brings (See Session 2, Page 27, for alternatives for those who do not have photos.)
- 3-4 sheets of letter size construction or drawing paper per person
- Pens, markers
- Glue sticks or scotch tape for mounting
- Optional: Polaroid camera and film
- Optional: Hand out on infants (See Session 5, Page 77.)

**Suggested Procedure**

In Session 4:

1. Mount the photos (or substitute picture) at the top of the construction paper.

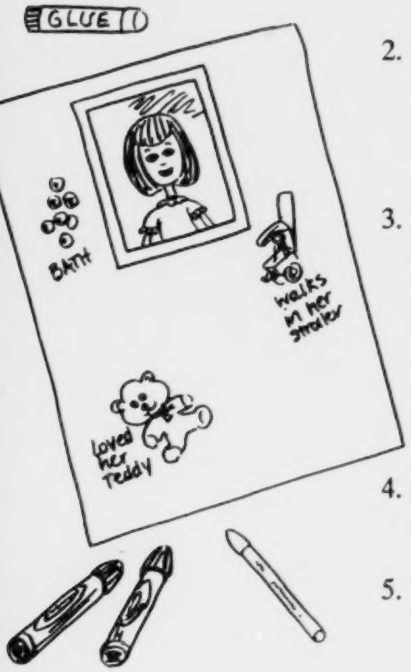
2. Conduct the discussion on child development using the information for the group leader. (See Session 4, Pages 59-61.)

In Session 5:

3. Invite parents to write three or four of their most important memories of their child for each photo. Some parents may prefer to draw a symbol or picture of those memories. (**Note**: If a parent with limited literacy skills wishes to have his/her memories put down in writing, a staff member can take dictation if that is comfortable for the parent. Dictation may be taken during the session or at a home visit.)

4. Ask each parent to share the first one or two photos of their child with the group.

5. Relate the information provided by parents to information on infant development (See Session 5, Page 76.)



## Activity: Family Pictures

**Suggested Procedure (continued)**

In Session 6:

6. Ask each parent to complete sharing of the photographs with the group.

7. Relate the information provided by parents to information for the leader on the development of toddlers and preschoolers. (See Session 6, Page 84.)

In the Appendix:

8. Some participants may have school age children or adolescents in addition to young children. Some parents may want information or have questions about the development of older children. Information for the Leader on the development of school age children and adolescents is located in Appendix B, Page 318.

# Activity: "Ojo de Dios"

**Learning Objectives**

To strengthen cultural appreciation and knowledge
To strengthen nurturing skills

**Materials Needed**

- 2 popsicle sticks or 1/4" dowel rods about 6" long
- Yarn (assorted colors)
- Scissors and glue
- Beads or other small decorations (optional)
- 3-5 copies of the "Ojo de Dios" Story Card for each parent (See Session 5, Page 75.)

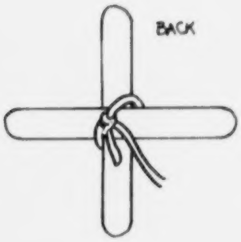
**Suggested Procedure**

In Session 4:

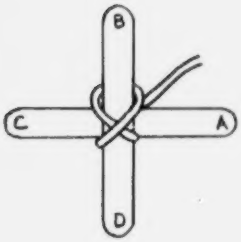
1. Glue popsicle sticks together to form a cross. Allow glue to dry.

In Session 5:

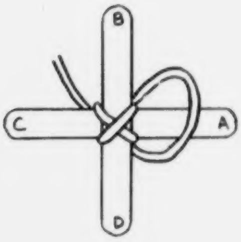
2. Tie one end of a piece of yarn around sticks where they cross, with knot on back of cross, as shown. (If using dowels, tie them together at right angles with one end of a piece of yarn.)



3. Bring yarn over stick A of cross, then behind it.
4. Bring yarn behind B, over B, then behind B again.
5. Bring yarn behind C, over C, then behind C again.
6. Bring yarn behind D, over D, then behind D again.



7. Repeat procedure, always moving outward along sticks or dowels. Yarns of different colors may be tied on as desired during weaving. Beads may be threaded onto yarn as it is wound around sticks or dowels.
8. Leave a little wood visible on ends of sticks or dowels. Tie short pieces of yarn to end of each stick to form a tassel.



9. Invite parents to use the story cards to identify a memory of their child from the first two years of his/her life.
10. Ask each parent to share their first "Ojo de Dios" Story Card with the group.

## Activity: "Ojo de Dios"

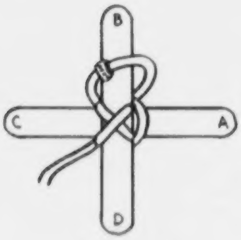
**Suggested Procedure (continued)**

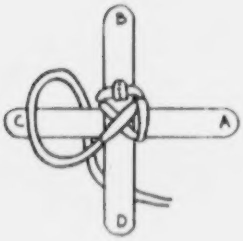
11. Relate the information provided by parents to information on infant development. (See Session 5, Page 76.)

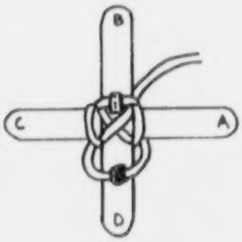
In Session 6:

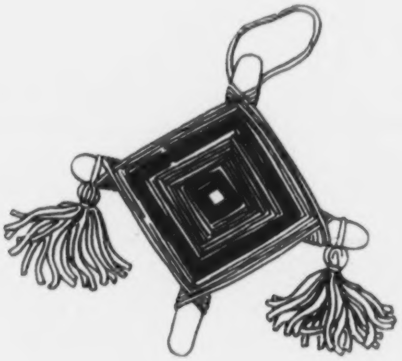
12. Repeat steps 8 and 9 using memories from the preschool years.

13. Relate the information provided by parents to the information on the development of preschoolers. (See Session 6, Page 84.)

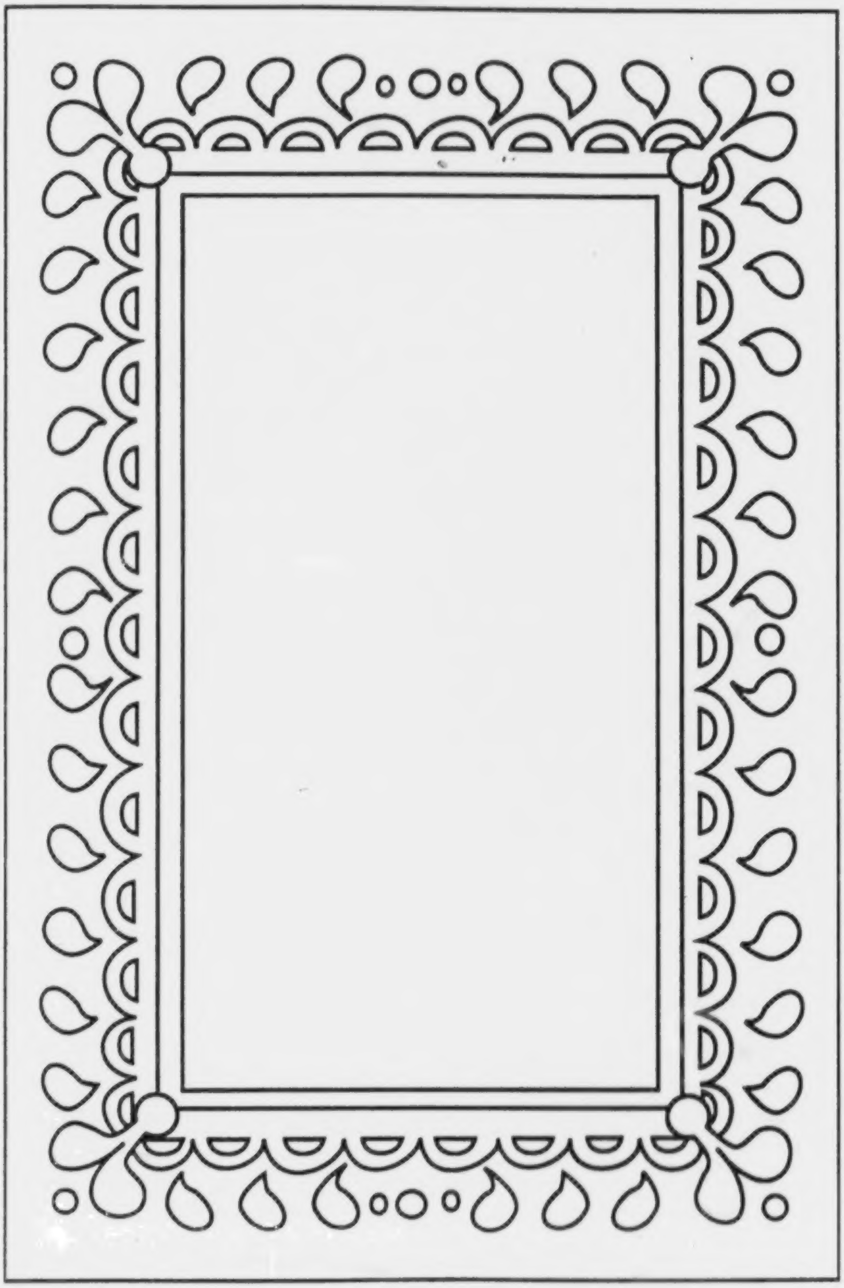






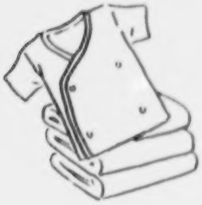


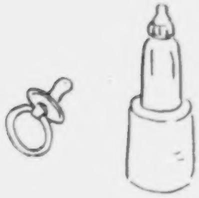
# Activity: "Ojo de Dios" Story Card

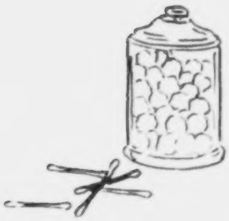


# Infant Development Information for the Group Leader

**Information for the Group Leader**







For healthy development, infants need:

- Consistent care including nutritious food; cleanliness (dry, clean diapers, clean bodies, hair, genitals); healthy environment and attention to health concerns; safety and security; play and interaction; gentle touching and love.
- A primary caregiver (one adult who frequently and regularly cares for the baby) with whom the baby can develop a stable relationship.
- Responsive care which is based upon:
  - Paying attention promptly and reliably to the baby's signals such as crying, yawning, sleepiness, looking at you or away from you, startles, alertness, readiness to interact.
  - Gently and calmly trying various ways to meet the baby's needs
  - Noticing and remembering what your baby needs and when your baby is ready for food, sleep, comfort or play.

When infants receive consistent and responsive care they develop these feelings:

- The world is a safe place
- I can trust others to care for me
- I can express my needs and someone will respond so I am okay

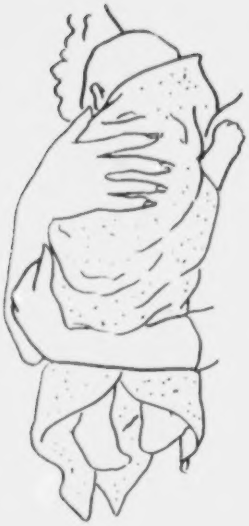
When infants have one adult (a primary caregiver) who frequently and regularly cares for them, they learn how to behave in the give and take of a relationship with another person. This learning is the beginning, or foundation, for future relationships (social and emotional development).

**Suggested Process Questions**

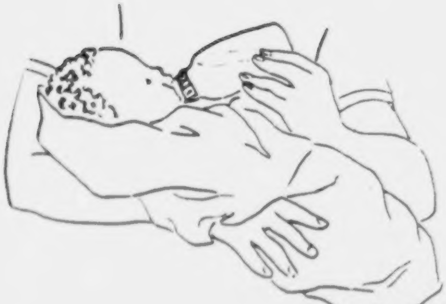
1. What are the rewards of parenting an infant? The challenges?
2. Do you think a parent's ATOD use might affect the care of an infant? In what ways?

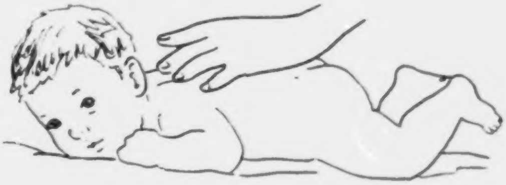
# Handout: Comforting Your Crying Baby

If your baby cries for a long time, both you and the baby will feel stress. Here are some ways you can comfort your baby. If one way does not help, try another.



- Touch your baby gently and calmly. Sudden, rough touch may upset or startle your baby.
- Stroke your baby's face or back gently with your fingers.
- Rock your baby gently in a rocking chair or in your arms.
- Keep the light in the room soft and dim.
- Play some soft soothing music.
- Talk or sing softly to your baby.
- Bring your baby's hands gently together on his/her stomach and hold them there.
- Wrap your baby in a blanket.
- Give your baby a bottle or pacifier to suck.





## AT HOME:

Today you and your child both learned how to use deep breathing to relax. Try it together at home:

1. Take a deep, slow breath and pretend you are filling your whole body with air (Count 1-2-3).
2. Let the air out slowly (Count 3-2-1).
3. Now take three small gentle breaths - in-out, in-out, in-out.
4. Try the same thing two more times.

---

# PARENT PAGE

### Number 5

# PASOS ADELANTE

## *PARENT PAGE*

In The Children's Class Today:

- Art - each child makes a collage of "Things I Like."
- Cooking - rice to share for a snack. Rice is used by families all over the world. Does your family have a favorite rice recipe? If you would like to share it, please bring the recipe to group.
- Story: *KIDS* by Catherine and Laurence Anholt. KIDS is a book about what kids are like, how they look, what they do, what they make, what scares them, and more!

### *WHAT DOES YOUR CHILD LEARN FROM A COOKING ACTIVITY:*

Cooperation and sharing

How to follow directions

Concepts: Measuring things
Changes in things (when rice is heated with water it gets soft)
Numbers

Safety with electricity, hot water, stoves, etc.

Words to describe what is happening

Self-esteem: "I can do this!"

## APPRECIATING OURSELVES AND OTHERS

Does your child notice people who are different from her/himself?

In the children's group, children talk about how they are like other people and how they are different. At home or in the classroom, your child might say something like:

- "Diego has black hair and so do I, but I have lots of braids and he doesn't."
- Ranee has brown skin but mine is darker than hers.

### *What Does Your Child Learn by Discussing How People Are Alike and Different?*

- Your child uses his/her senses to learn about the world
- Your child learns more words to describe things and people
- Your child learns concepts like color, shape, size, alike and different
- Your child learns to accept and value her/himself and others

How Do You Feel
About People Who Are
Different From You?

________________________________________

________________________________________

________________________________________

## Session 6 How My Child Grows and Changes

| | |
|---|---|
| **Relaxation**<br>(15 minutes) | 1. Relaxation Exercise: Breathing (See Session 5, Page 69.) |
| **Welcome Back**<br>(10 minutes) | 1. Welcome / Bienvenidos<br>2. Invite questions or comments on the last session<br>3. Review group process agreement, as needed<br>4. Homework from last session: How did the relaxation (deep-breathing) exercise work at home? |
| **Overview of Today's Sessions**<br>(15 minutes) | 1. Children's Group: Parent Page #6 (See Session 6, Page 77.)<br>2. Parent Group: Agenda for the Day (See Session 1, Page 5, Materials Needed and Suggested Procedure #5.) |
| **Parent Education**<br>(55 minutes) | 1. Complete Family Pictures and Discussion (See Session 5, Page 72, Suggested Procedure #6 and 7.) OR Complete "Ojo de Dios" and Discussion (See Session 5, Page 74, Suggested Procedures #12 and 13.)<br>2. Questions for Community Resource Presentation in Session 9 (See Session 6, Page 85.) |
| **Break**<br>(10 minutes) | |
| **Parent Support**<br>(30 minutes) | 1. Parent-to-Parent Support (See Session 4, Pages 62-63.) |
| **Closing**<br>(15 minutes) | 1. Invite questions and comments from participants<br>2. Review homework assignment (See Session 6, Parent Page #6.)<br>3. Preview the next session<br>4. Parents and children reunite (See Session 1, Pages 18-19, Suggested Procedure #2 and 3.) |

## Activity: Parent Page #6

**Learning Objective**

To strengthen parenting skills

**Materials Needed**

- 2 copies for each parent of Parent Page #6 found at the end of this session
- Optional: "Family Posters" (Lakeshore Learning Materials #LC1456)
- Easel pad
- Broad-tip marker

**Suggested Procedure**

PARENT PAGE
Number 6

1. Parents may place one copy of the Parent Page in their Family Album. The other copy is used during the session and then may be taken home.

2. Optional: Invite parents to look at "Family Posters" which are used for discussion in the children's group in this session.

3. Discuss what the children will be learning about families:

   - There are different kinds of families
   - Families can be alike and different
   - Each person's family is valuable and important

4. Homework: Use the "AT HOME" section to discuss the homework assignment with parents. Review the questions. Help parents to focus on the child, not on their own feelings about the child. This activity is not meant for parents to vent frustration with children. Help parents to recognize the difference between a negative judgement ("blabbermouth") and a description of behavior ("she loves to talk"). .

*Example: My child's special qualities are that she loves pizza; she's very noisy and she talks a lot even when I'm tired of listening; she has a mind of her own, especially about what she wants to eat; and she runs everywhere.*

*Example: My child is shy; he plays a lot with his brother; he loves toy cars; he always wants something from the vending machine before we go home from class.*

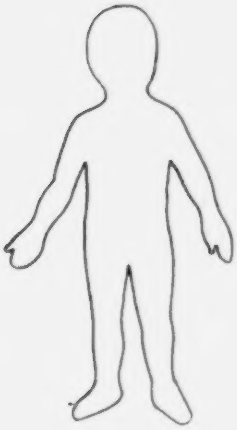
Help parents recall the child development concept of "individual differences." (See Session 4, Pages 60-61.)

# Information for Group Leader on Toddler and Preschooler Development

## Child Development Information for the Leader

Review of Infant Development: In the last session (#5) we looked at the infant's need for consistent, responsive care and a stable caregiver. At birth, parent and child become physically separate people but the infant is still completely dependent on the parent/caregiver to meet all of her/his needs. During the first year of life, infants learn to trust their caregivers, see the world as a safe place, and to respond with the give and take of a relationship. If the needs of infants are not met, they can grow up to mistrust other people, feel unsafe, and have trouble with the give and take of relationships.

Toddlers: At about 12 months, infants become mobile. They become toddlers. As this stage progresses, a child begins to walk away from parents/caregivers, play in another room, or explore cupboards, shelves, table tops, etc. A toddler's mobility gives him/her some independence and the opportunity to decide what s/he wants to do. Control is a very important issue for toddlers. They are working on managing and controlling their bodies and their world. They are discovering their own likes and dislikes, their ability to communicate and to act upon the world. At the same time, toddlers still need a sense of security, safety and connectedness with parents. The parent is "home base". During this stage of development, toddlers learn that they are separate individuals with their own thoughts, feelings, preferences and decision-making ability. If the needs of toddlers are not met, they can grow up to doubt their abilities and feel ashamed of themselves.



Preschoolers: During the preschool stage, children increase their abilities to do things for themselves and to relate to other people. They are mastering control of their bodies, trying new experiences and skills, and discovering peer friendships and playmates. Preschoolers feed and toilet themselves, develop personal hygiene and dressing skills, language, etc. During this stage, preschoolers learn how to take the initiative and enjoy feeling capable. They need opportunities to feel successful, and to be recognized for their efforts. If their needs are not met preschoolers may grow up to feel guilt about their behavior, decisions and mistakes.

# Activity: Questions for Community Resource Presentation

**Learning Objectives**

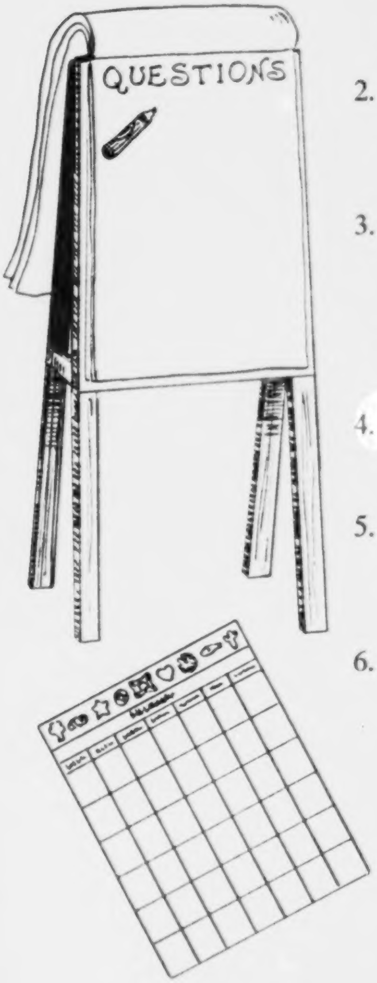
To increase family management skills through planning

To increase parenting skills through awareness of community resources

**Materials Needed**

- Easel pad
- Broad-tip marker
- Planning calendar made by each parent (See Session 3, Pages 45-46.)

**Suggested Procedure**



1. Review with the parent group what has been planned for the first community resource presentation in Session 9. Refer to the calendar developed in Sessions 3 and 4. A copy has been posted in the parent group room.

2. Ask parents to think about the questions they have on the topic to be presented in Session 9. Examples of questions generated in the parent group may be found on the next page.

3. Ask for a parent volunteer to record on the easel pad the questions raised by parent group members. Each parent's questions may be identified with her/his initials. This helps participants, especially those with short-term memory problems, to identify their own questions at a later time.

4. Use a go-round technique or ask for volunteers to share their questions with the group.

5. Following the session, transcribe the questions onto a sheet of paper. Add the name of the parent recorder at the top e.g., "Notes taken by ________." Make a copy for each parent.

6. This activity continues in Session 7. (See Session 7, Page 92.)

# Examples of Questions from the Pasos Adelante Parent Group

**Example I**

For Community Resource Presentation on Gang Prevention

1. What's the starting age for gangs?
2. What programs are there to stop gang involvement?
3. How do you differentiate between adolescent behavior and drug associated behavior?
4. How do you handle the attitude a child can display with you?
5. Is the gang issue bigger now than before?
6. What behaviors do kids show when they are already involved in a gang?
7. What do you do if your child is in a gang?
8. Does law enforcement really help a young person who is in a gang?

**Example II**

For Community Resource Presentation by Planned Parenthood

1. More information on diseases.
2. Is genital warts a disease? Are there different types of genital warts? What do they look like?
3. Is there new information on HIV/AIDS testing? Time span for testing? Maximum time?
4. How to alleviate fears in men about vasectomy?
5. At what age would you recommend talking about sex with your child?
6. How do you talk with your children about sex?
7. What is the Norplant birth control method? What is the IUD?
8. Does cancer of the cervix ever come back?

# PARENT PAGE

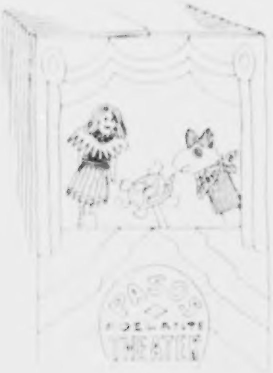
Number 6

# PASOS ADELANTE

## *PARENT PAGE*

In The Children's Class Today:

- Puppet Theater - creating and painting a puppet theater out of a cardboard box.



- Flannel board with family figures.

- Discussion with posters showing all kinds of families. Who is in your family? Who is in my family?

YOUR CHILD IS LEARNING THAT:

☑ There are different kinds of families.

☑ Families can be alike and different.

☑ Each person's family is valuable and important.

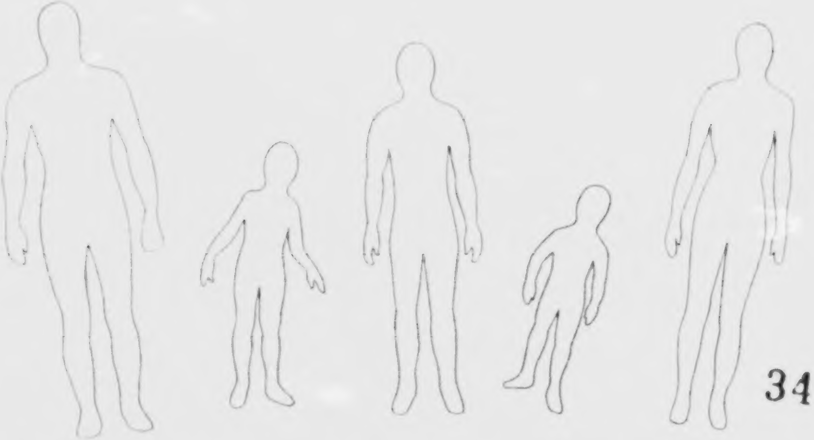
## AT HOME:

Think about the ways in which your child is an individual person. Ask yourself these questions:

1. What is my child like?

2. What are my child's special qualities?

3. What words describe my child's interests and personality?



# Session 7 Listening: What Does It Mean To Us?

| | |
|---|---|
| **Relaxation**<br>(15 minutes) | 1. Wash Away Stress (See Session 1, Pages 12-13.) |
| **Welcome Back**<br>(10 minutes) | 1. Welcome / Bienvenidos<br>2. Invite questions or comments on the last session<br>3. Review group process agreement, as needed |
| **Overview of Today's Sessions**<br>(15 minutes) | 1. Children's Group: Parent Page #7 (See Session 7, Page 91.)<br>2. Parent Group: Agenda for the Day (See Session 1, Page 5, Materials Needed and Suggested Procedure #5.) |
| **Parent Education**<br>(55 minutes) | 1. Review Questions for Community Resource Presentation (See Session 7, Page 92.)<br>2. Child's Name Web (See Session 7, Pages 93-94.)<br>3. Introduction to Listening (See Session 7, Page 95.) |
| **Break**<br>(10 minutes) | |
| **Parent Support**<br>(30 minutes) | 1. Parent-to-Parent Support (See Session 4, Pages 62-63.) |
| **Closing**<br>(15 minutes) | 1. Invitation for questions and comments from participants<br>2. Review homework assignment (See Session 7, Parent Page #7.)<br>3. Preview the next session<br>4. Parents and children reunite (See Session 1, Pages 18-19, Suggested Procedure #2 and 3.) |

## Activity: Parent Page #7

**Learning Objective**

To strengthen parenting skills

**Materials Needed**

- 2 copies for each parent of Parent Page #7 found at the end of this session
- Optional: *On Mother's Lap* by Ann H. Scott

**Suggested Procedure**

1. Parents may place one copy of the Parent Page in their Family Album. The other copy is used during the session and then may be taken home.
2. Optional: Invite parents to look at "Family Posters" which are used for discussion in the children's group in this session.
3. Point out activities "In the Children's Class Today". The theme is "Your Family, My Family".
4. Introduce Parent/Child Activities and begin preparation for them.
    a. Parent/Child Activities were briefly introduced in Session 1, Page 16. The Introduction, Volume I, Page 26, also has information for the leader.
    b. The first one is in Session 10. Others are in Sessions 12, 14, 16, 18, 20, and 22.
    c. Use the information in Parent Page #7 to begin introducing Parent/Child Activities. Parent Page #7 introduces the timing and type of activities. Introduction of Parent/Child Activities continues in Sessions 8, 9, and 10.
    d. Use the "AT HOME" section to emphasize and discuss with parents what it means to "focus on the child". Discuss and fill in the blanks as a group.
5. Homework: Review the homework assignment given at the end of the "AT HOME" section.

PARENT PAGE
Number 7

## Activity: Review Questions for Community Resource Presentation

**Learning Objective**

To strengthen communication skills

**Materials Needed**

Copies of the questions developed and recorded in Session 6

**Suggested Procedure**

1. Review the questions developed for the Community Resource Presentation in Session 6. Invite parents to make changes or additions to their questions.
2. Thank the parent recorder and use this opportunity to discuss roles and responsibilities in the group. Reinforce the desired goal of flexible roles and shared responsibilities.
3. Discuss with the group how it would like to be perceived by the presenter. The purpose of this discussion is to raise parents' awareness of communication skills and reinforce the use of those skills. Use the suggested process questions provided below or create your own.
4. A copy of the questions may be sent to the presenter for use in planning the presentation. The group leader may also wish to share with the presenter her/his perception of the group's needs.
5. Questions may be reviewed again by the group prior to the presentation in Session 9.

**Suggested Process Questions**

1. How would you as members of the group like to handle yourselves with the presenter?
2. How can participants communicate their interest? Express their point of view?
3. Which listening skills can parents use?
4. How do the group norms apply to the Community Resource Presentation?

# Activity: Child's Name Web

**Learning Objective**

To strengthen nurturing skills

**Materials Needed**

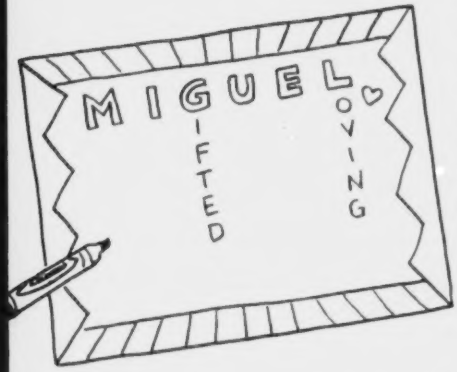
- Construction paper (9" x 12") - 1-2 sheets for each parent
- Colored markers - both broad and fine tip
- Word List (See Session 2, Page 36.) or a dictionary
- Copies of Parent Page #6, "AT HOME" section

**Suggested Procedure**

1. Use the homework from Session 6 (See Parent Page #6, "At Home" section) to begin this activity. Briefly review the homework assignment and invite parents to share some responses to the homework questions.

    - What are your child's special qualities?
    - What is your child like?
    - What words describe your child's personality?

    If negative, judgmental terms are used to describe a child, be sure to process this with the group. Empathize with the experience of anger at a child and acknowledge that all parents feel challenged or frustrated with their children sometimes. Assist parents to reframe negative assessments of a child. Link parent responses to the concept of individual differences (See Session 4, Pages 60-61.) Each person is a unique individual.



2. If parents did the Name Web activity in Sessions 2 and 3, help them recall the activity. Point out any examples displayed in the group room or ask parents to find them in their Family Albums.

3. Invite parents to make a Name Web for the child who is in the program with the parent.

DESK
DICTIONARY

4. Distribute materials, and place copies of the word list or dictionaries where parents can easily use them if they wish to.

5. Each parent writes his/her child's name horizontally across the paper. Using each letter of the name, each parent writes a word which describes his/her child.

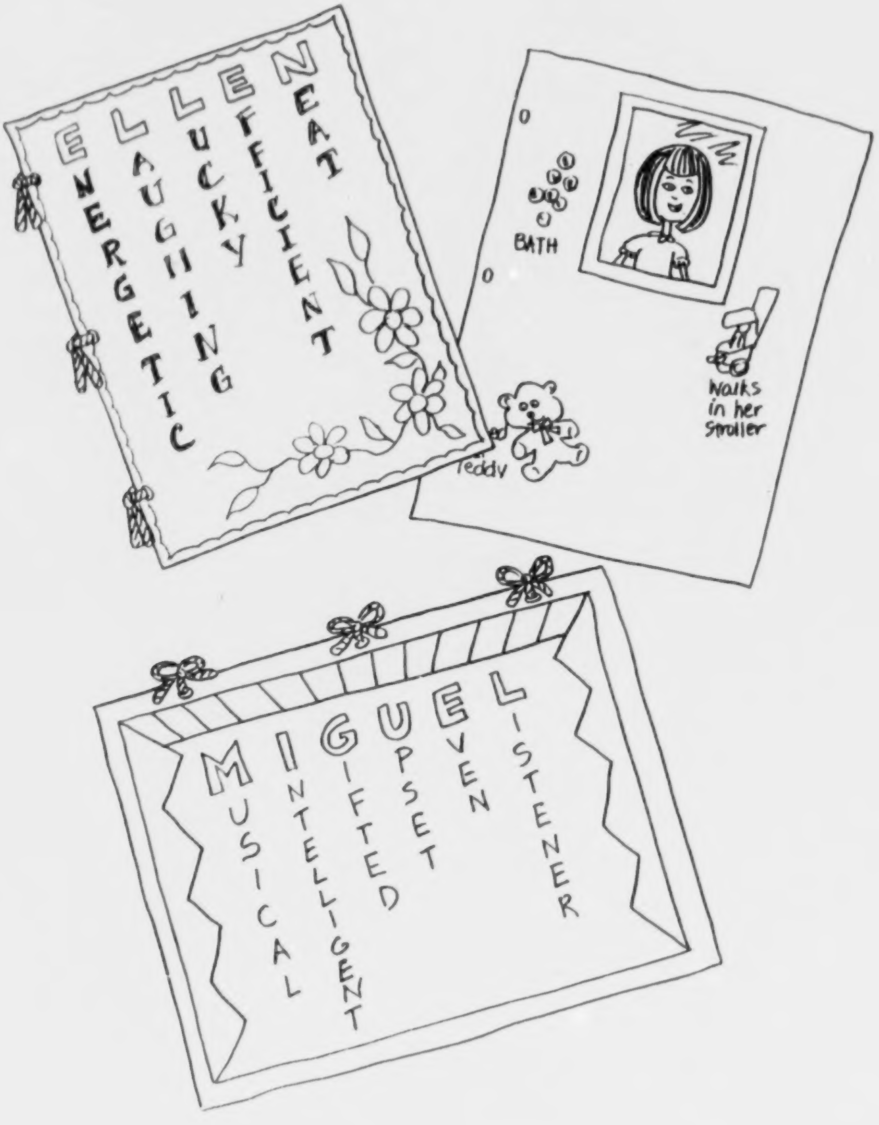
6. Parents may color, illustrate or decorate their child's name web.

7. Use the Child's Name Web in the "Introduction to Listening". (See Session 7, Page 95.)

## Activity: Child's Name Web

Extensions of the Activity

1. If you have access to a word processor, type each child's name and descriptive words in large type. Allow parents to color or decorate the typed copy, if possible.
2. Make the "Family Pictures" activity into a book. Use the Child's Name Web as a cover.


ELLEN
ENERGETIC
LAUGHING
LUCKY
EFFICIENT
NEAT
BATH
Walks in her Stroller
Teddy
MIGUEL
MUSICAL
INTELLIGENT
GIFTED
UPSET
EVEN
LISTENER

## Activity: Introduction to Listening

**Learning Objective**

To strengthen communication skills

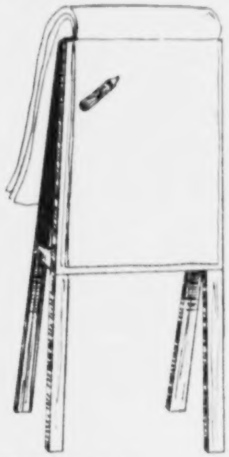
**Materials Needed**

- Easel pad
- Colored marker
- "Child's Name Web" created by each parent
- Family Albums and contents

**Leader Preparation**

1. Write each process question below on a separate sheet of easel paper. Note: If your group did not do the Name Web activity in Session 2, substitute the personal collage or other product used for personal introductions in Sessions 2 and 3.

**Suggested Procedure**



1. When parents have completed the "Child's Name Web" activity, ask each to locate her/his own "Name Web" (or alternate item) in the Family Album.
2. Help parents to recall the process of sharing the "Name Web" with one another. Use the process questions below or create your own.
3. Record parents' responses to each process question or on the appropriate piece of easel paper. Save these for Session 8.
4. Explain to parents that in the next session each group member will have a chance to share his "Child's Name Web" with others. The group will discuss listening as an important part of communication and parenting.

**Suggested Process Questions**

1. What was it like for you when you shared your "Name Web" with other parents?
2. How did you feel? What did you like about that experience? Dislike about it?
3. What effect did the activity have on your self-esteem?
4. How do you know when someone else is really listening to you?
5. What does eye contact mean to you? When is it appropriate?
6. Are there any behaviors which lead you to think a person is not listening to you?

FAMILY
ALBUM

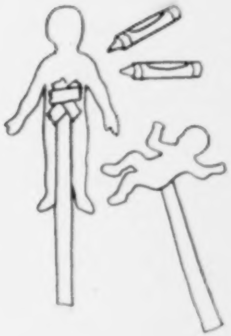
# PARENT PAGE

## Number 7

# PASOS ADELANTE

## *PARENT PAGE*

In The Children's Class Today:

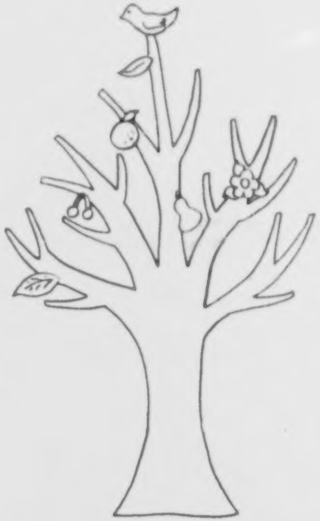


- Puppets - making stick puppet families and playing with them in the puppet theater
- Read a Story Aloud - *On Mother's Lap* by Ann H. Scott - about a child who finds love and comfort in a parent's lap
- Movement with music: "We've Got the Whole World in Our Hands"

## PARENT/CHILD ACTIVITIES

Parent/Child activities begin in Session 10. They are enjoyable play activities for parents and children together. These are some Parent/Child activities:

- Shaving Cream Play
- Expressing Feelings with Clay
- Community Visitors such as artists, musicians, dancers or community helpers
- Decorating a Friendship Tree
- Safety and Accident Prevention
- Making a Dream Catcher



*DURING PARENT/CHILD ACTIVITIES, THE FOCUS IS ON THE CHILD.*

What does it mean to you to "focus on your child?"

______________________________

______________________________

______________________________

______________________________

______________________________

## PARENT/CHILD ACTIVITIES WILL BE ONCE A WEEK FOR THE REST OF THE SESSIONS

**AT HOME:**

At home, notice the times when you pay attention to your child.

What is that like for you?

For your child?

## Session 8 Listening: What Does It Mean To Us?

| | |
|---|---|
| **Relaxation**<br>(15 minutes) | 1. Relaxation Exercise: Breathing (See Session 5, Page 69.) |
| **Welcome Back**<br>(10 minutes) | 1. Welcome / Bienvenidos<br>2. Invite questions or comments on the last session<br>3. Review group process agreement, as needed |
| **Overview of Today's Sessions**<br>(15 minutes) | 1. Children's Group: Parent Page #8 (See Session 8, Page 101.)<br>2. Parent Group: Agenda for the Day (See Session 1, Page 5, Materials Needed and Suggested Procedure #5.) |
| **Parent Education**<br>(55 minutes) | 1. Introduction to Listening, Continued (See Session 8, Page 102.)<br>2. "Platicas" (See Session 8, Pages 105-107.) |
| **Break**<br>(10 minutes) | |
| **Parent Support**<br>(30 minutes) | 1. Parent-to-Parent Support (See Session 4, Pages 62-63.) |
| **Closing**<br>(15 minutes) | 1. Invitation for questions and comments from participants<br>2. Review homework assignment (See Session 8, Parent Page #8.)<br>3. Preview the next session<br>4. Parents and children reunite (See Session 1, Pages 18-19, Suggested Procedure #2 and 3.) |

## Activity: Parent Page #8

**Learning Objective**

To strengthen parenting skills

**Materials Needed**

- 2 copies for each parent of Parent Page #8 found at the end of this session
- Optional: "Fambly Time", a poem from *Night on Neighborhood Street* by Eloise Greenfield

**Suggested Procedure**

1. Parents may place one copy of the Parent Page in their Family Album. The other copy is used during the session and then may be taken home.

2. Optional: Invite parents to look at a copy of the poem used in the children's group in this session.

3. Point out activities which the children's class will be doing in this session.

    a. Point out the art activity. Use this example to explain to parents that children learn more easily by doing something than by listening to an adult talk. In this activity, children will learn about cascarones by creating art from the materials used in a cascarone. They will share their ideas about family activities.

PARENT
PAGE
Number 8

4. Review the homework from Session #7 (See Parent Page #7). Use this discussion as part of preparation for Parent/Child Activities.

    a. What times did you pay attention to your child?

    b. As a group discuss and share ideas about ways each parent will enjoy Parent/Child Activities.

5. Homework: Review the homework assignment which is given in the "AT HOME" section of Parent Page #8. Brainstorm some concrete examples with the group.

## Activity: Introduction to Listening, Continued

**Learning Objective**

To strengthen communication skills

**Materials Needed**

- Parent responses to Suggested Process Questions (See Session 7, Page 95.) recorded on easel paper
- Easel pad
- Broad tip marker

**Suggested Procedure**

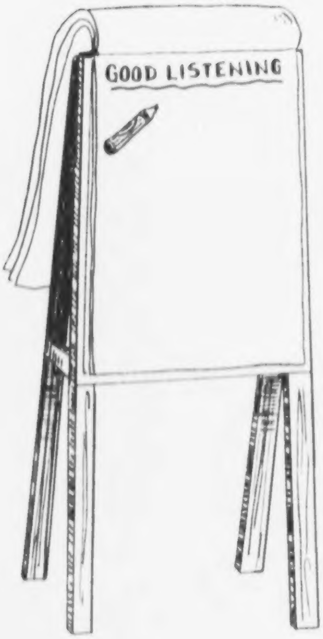
1. Post the parent responses recorded during "Introduction to Listening" in Session 7.

2. On a clean sheet of easel paper, write the question: "What does listening mean to us?"

3. Review the parent's responses recorded in Session 7. Invite parents to add or change anything they would like.

4. Ask parents to use their responses to questions as a basis for brainstorming a list of "good listening" behaviors. Write the ideas on the clean easel paper under the question "What does listening mean to us?"

5. Weave into the discussion Information on Reflective Listening for the Group Leader. (See Session 8, Pages 103-104.)



# Information on Reflective Listening for the Group Leader

**Information on Reflective Listening for the Group Leader**

An important part of communicating effectively with children is knowing how to listen to them.

Reflective listening is a technique parents can learn to communicate better with their children.

Listening is just as important for successful communication as talking. Listening effectively to a child does not mean giving up the role of parent and doing what the child wants. It means hearing and understanding the child's point of view but not necessarily allowing the child to have his/her way.

Reflective listening is a way of listening and responding that shows understanding of the feelings behind the message, as well as the message itself. These are some reflective listening behaviors which the leader can model and parents may use:

1. Give your child your full attention.

   Behaviors which indicate "paying attention" may vary among cultures. For some groups, these behaviors may include looking at the speaker, making eye contact. For others, those behaviors may be intrusive or offensive. Invite the group to contribute suggestions for behaviors which indicate attending to someone.

2. Give your child enough time to complete his/her thought and feelings without interruption.

3. Try to see the situation from your child's point of view.

   Example: *If your child is talking about being afraid of thunder, try to image how it feels to be small, to hear loud bangs and rumbles from the sky which you do not understand and cannot explain.*

   a. When you use the example above, you may play the *Thundering Rainstorm* cassette if you think parents need a "real" experience to recall or relate to as a child would.

4. Let your child know that you are listening by nodding your head, saying "um-hmm" or "yes."

## Information on Reflective Listening for the Group Leader

**Information on Reflective Listening for the Group Leader (continued)**

5. Try to hear the feelings behind the words. Is your child feeling excited, happy, proud, angry, sad, frightened, ashamed, etc.?

6. Restate what you think your child was trying to tell you.

How does reflective listening help parents? Listening can help parents:

- get information about how their child perceives a situation;
- build a strong relationship with their child;
- get information to help problem-solve situations with their children.

Reflective listening helps children to:

- understand their own feelings and how to cope with them;
- build trust and confidence with adults;
- realize they can resolve problems.

# Activity: "Platicas"

**Learning Objective**

To strengthen communication skills

**Materials Needed**

- One copy of the "Platicas" booklet for each participant
- Optional: 6" x 9" piece of construction paper for each book

**Information for the Leader**

1. "Platicar" is a Spanish word which means to chat. It is used primarily in Mexico. The meaning of the word includes a sense of warmth, a trusting atmosphere, gentle humor, and familiar settings.

**Preparation**

1. Photocopy the materials found on Pages 107-108. Use one sheet of paper and photocopy on both sides if possible. Prepare one copy of the booklet for each participant. Cut the photocopied sheets in half as shown. Fold each half and insert pages 3-6 inside to make the booklet. Optional: Use the 6" x 9" pieces of construction paper to cover each booklet.

2. Photocopy the instructions for the "Platicas" given below or write them on a sheet of easel paper so that they may be seen by everyone in the group.

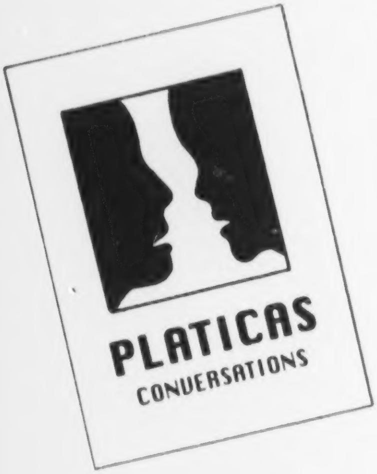
**Suggested Procedure**

1. Distribute a booklet to each parent. Review the instructions for the activity together and proceed with the activity.

2. Instructions:

   a. The purpose of this "Platica" is for you and another parent to share your child's name and the words you used to describe your child in the "Child's Name Web" Activity. You also have a chance to practice some of the listening skills we have been discussing.
   b. Select a partner for the "Platica."
   c. Both of you read to yourselves the question or phrase on each page.
   d. Take turns answering.
   e. Go through the pages one at a time.
   f. When it is your turn to be the listener, practice reflective listening skills.
   g. All "platica" is confidential between you and your partner.

3. Invite parents to take turns sharing what they learned from each other, if they choose.



My greatest wish for my child is:
Mi mayor deseo para mi niño(a) es:

-4-

I am a good listener when:
Yo escucho bien cuando:

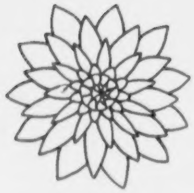
-5-

(Cut here)--------------------------------------------------------------------------------------------------------

# PLATICAS

CONVERSATIONS

What I like best when someone
listens to me is:
Lo que mas me gusta cuando alguien
me escucha es:



The words I used to describe what
my child is like are:
Las palabras que yo uso para
descrbir como es mi niño(a) es:

(Cut Here)----------------------------------------------------------------------------------------------------

My child's name is ____________________
El nombre di mi niño(a) es______________

THE END
El FINAL

# PARENT PAGE

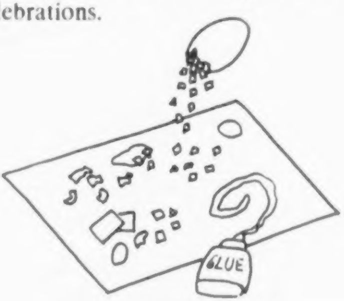
### Number 8

# PASOS ADELANTE

## *PARENT PAGE*

In The Children's Class Today:

- Art - using dyed eggshells and confetti to make a collage. Children explore their self-expression in art. They learn about cascarones and family celebrations.



- Read a Poem Aloud - "Fambly Time" from *Night on Neighborhood Street* by Eloise Greenfield. Children will talk about what their family members enjoy doing together.
- Movement with music: "We've Got the Whole World in Our Hands". Children like to repeat stories and songs they know.

## PARENT/CHILD ACTIVITIES ARE ENJOYABLE

- ✓ A special time to be with your child
- ✓ Seeing some things your child learns and does
- ✓ Seeing your child's teacher working with your child
- ✓ A chance to practice skills you learn in parent group with support and encouragement from others

Other things I will enjoy about being in my child's classroom: ______________________

**AT HOME:**

Notice and write down three times when you enjoy being with your child:

Notice and write down three times when it is hard for you to be with your child:

YOU ARE NOT ALONE

ALL PARENTS HAVE GOOD TIMES AND HARD TIMES WITH THEIR CHILDREN

# Session 9 A Resource From Our Community

| | |
|---|---|
| **Relaxation**<br>(10 minutes) | 1. Wash Away Stress (See Session 1, Pages 12-13.) |
| **Welcome Back**<br>(10 minutes) | 1. Welcome / Bienvenidos<br>2. Invite questions or comments on the last session<br>3. Review group process agreement, as needed |
| **Overview of Today's Sessions**<br>(20 minutes) | 1. Children's Group: Parent Page #9 (See Session 9, Page 113.)<br>2. Parent Group: Review questions prepared for presenter (See Session 6, Page 85.) |
| **Parent Education**<br>(50 minutes) | 1. Community Resource Presentation (See Session 9, Page 114.) |
| **Break**<br>(10 minutes) | |
| **Parent Support or Continue Presentation**<br>(25 minutes) | 1. Parent-to-Parent Support (See Session 4, Pages 62-63.) OR<br>2. Continue Community Resource Presentation |
| **Closing**<br>(25 minutes) | 1. Feedback on the Community Resource Presentation (See Session 9, Page 114, Suggested Procedure #4 and 5.)<br>2. Review homework assignment (See Session 9, Parent Page #9.)<br>3. Preview the next session<br>4. Parents and children reunite |

# Activity: Parent Page #9

**Learning Objective**

To strengthen parenting skills

**Materials Needed**

- 2 copies for each parent of Parent Page #9 found at the end of this session
- Optional: *Everyone Has Feelings / Todos Tenemos Sentimientos* by Charles Avery

**Suggested Procedure**

Parent Page
Number 9

1. Parents may place one copy of the Parent Page in their Family Album. The other copy is used during the session and then may be taken home.

2. Optional: Invite parents to look at a copy of the book used in the children's group in this session.

3. Point out activities listed under "In the Children's Class Today." In children's sessions 9-12, the theme is "Everyone Has Feelings."

4. Continue preparation for Parent/Child Activities which begin in Session 10. Review the homework from Session 8. When is it easy/hard to be with your child? Use the Parent/Child Activity information on Parent Page #9 as part of the preparation.

5. Review topic and parent questions for community resource presentation in this session.

6. Homework: Review the homework assignment given in the "AT HOME" section of Parent Page #9. Homework asks parent to notice one time when they use listening skills with their children.

## Activity: Community Resource Presentation

**Learning Objective**

To strengthen parenting skills through awareness of resources in the community

**Materials Needed**

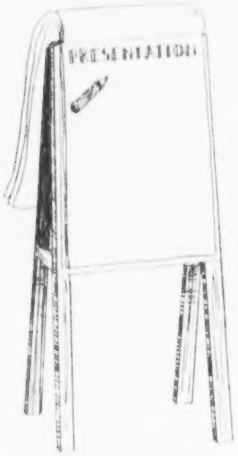
- To be determined by the presenter and group leader
- Copies of any handouts for each participant
- Easel pad (for use at closing to record feedback)
- Broad-tip marker

**Suggested Procedure**

1. Introduce the presenter to the group.
2. Ask group members to introduce themselves to the presenter.
3. Assist the presenter, as needed.
4. Follow-up on the presentation with feedback from parents during "Closing" in this session. Use the process questions provided below or create your own.
5. Record feedback and comments from parents on the easel pad.

**Suggested Process Questions**

1. What did you like most about this presentation?
2. Did you find out anything you did not know?
3. How will this presentation be useful in your family life?
4. Did the presenter answer the questions you had? Which ones were answered? Not answered?
5. Did you disagree with any ideas or information offered?
6. How did the presenter show (or not show) understanding of your family? Respect for your culture?
7. How did you feel about the presentation? Were you uncomfortable at any time? What was going on then?



**Extension of the Activity**

1. Ask for a volunteer(s) to write a thank you letter to the presenter. Ask the group to review the letter. Make any changes agreed on by the group. Provide copies of the thank you letter to group members.

# Parent Page

## Number 9

# PASOS ADELANTE

## *PARENT PAGE*

In The Children's Class Today:

- Art - making a paper plate mask and talking about how feelings show on our faces.
- Read a Story Aloud - *Everybody Has Feelings / Tenemos...* a book of photographs showing children expressing different feelings.
- Sand play - play with dinosaurs or other toy animals in the sand is a healthy way to express feelings.

When it is hard for me to be with my child, I need:

✓ Encouragement

✓ Ideas about what to do

✓ A break or time-out for myself

✓ ______________________________
(A space for you to say what you need)

**AT HOME:**

Notice one time when you used listening skills with your child. Try these behaviors when you listen:

- I gave my child my full attention
- I let my child finish what s/he was saying without interrupting
- I said "um-hmm" or nodded my head
- I understood my child's point of view
- I heard the feelings my child was expressing

Perhaps you would like to share what you did during Parent Group.

If you need help with your child during Parent/Child activity, what can you do?

______________________________

______________________________

______________________________

______________________________

## Session 10 Review and Evaluate Our Progress

**Relaxation**
(10 minutes)

1. Relaxation Exercise: Breathing (See Session 5, Page 69.)

**Welcome Back**
(15 minutes)

1. Welcome / Bienvenidos
2. Affirmations (See Session 1, Pages 5-6, Extension of the Activity #3.)
3. Update on homework from previous session (See Session 9, Parent Page #9.) "At Home": Did anyone use listening skills at home?

**Overview of Today's Sessions**
(15 minutes)

1. Children's Group: Parent Page #10 (See Session 10, Page 119.)
2. Parent Group: Agenda for the Day (See Session 1, Page 5.)

**Parent Education**
(50 minutes)

1. Calendar Review and Update (See Session 10, Pages 120-121.)
2. Interactions in Our Parent Group - How Are We Doing? (See Session 10, Pages 122-123.)
3. Questions for Community Resource Presentation in Session 13 (See Session 10, Page 127.)

**Break**
(10 minutes)

**Parent/Child Activity**
(25 minutes)

1. Shaving Cream Painting (See Session 10, Page 129.) OR
2. Expressing Feelings with Clay (See Session 10, Pages 130-131.)

**Processing**
(15 minutes)

1. What Was the Parent/Child Activity Like for You? (See Session 10, Page 132.)

**Closing**
(10 minutes)

1. Review homework assignment (See Session 10, Parent Page #10.)
2. Preview the next session
3. Parents and children reunite

## Activity: Parent Page #10

**Learning Objective**

To strengthen parenting skills

**Materials Needed**

- 2 copies for each parent of Parent Page #10 found at the end if this session
- Family Albums with Parent Page #7
- Copies of parents' goals list developed in Session 3 (See Session 3, Page 44.)
- Feelings Poster (optional)

**Preparation**

1. In Parent Page #10, fill in the name of the activity selected.

**Suggested Procedure**

1. Parents may place one copy of the Parent Page in their Family Album. The other copy is used during the session and then may be taken home.

2. Review and discuss activities "In the Children's Class Today". The theme "Everyone Has Feelings" continues in this session. If a feelings poster is available, use it to help parents identify expressions and feelings.

3. Discuss each item under "Parent/Child Activities Review."

    a. Briefly describe the Parent/Child Activity selected.

    b. Review behaviors identified by the parent group as part of putting the focus on the child (See Session 7, Parent Page #7, "AT HOME" section.)

    c. Review the options for parents if they need help.

    d. Review what it means to be supportive of each other. Use the group norms as a basis for discussion. How will the norms apply during Parent/Child Activities?

4. Homework: Use the goals list for a review and brief discussion of the homework assignment in the "AT HOME" section. The homework asks parents to think about the ways in which they have begun to meet their goals.

Parent Page
Number 10
PARENT PAGE
Number 7
FAMILY ALBUM

## Activity: Calendar Review and Updates

**Learning Objective**

To strengthen family management skills through experience with planning

**Materials Needed**

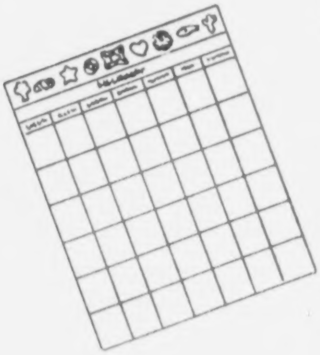
- Copies of the blank calendar for all group members (See Appendix A, Page 317.)
- Pencils or pens

**Preparation**

1. The parent group leader may wish to read and be familiar with activities such as "Clay Art..." or the Parent/Child Activities before this session.

**Suggested Procedure**

1. Hand out a blank calendar page to each parent. Post a copy where everyone can see it. Use the posted copy to guide group members in locating dates, as needed.



2. Ask parents to fill in session topics, parent child activities for Sessions 11-18.

Session Topics:

| | |
|---|---|
| 11-12 | Family Interactions |
| 13 | A Resource From Our Community |
| 14-16 | Stress and Parenting |
| 17 | A Resource From Our Community |

Parent/Child Activities:

| | |
|---|---|
| Session #12 | Visiting Artist |
| Session #14 | Decorate the Friendship Tree |
| Session #16 | Butterfly Kites or Community Visitor - Friends |
| Session #18 | Community Visitor - Health and Safety |

3. Point out to parents that there will be some additional opportunities for volunteers to take a leadership role in the parent group.

Example: *A parent volunteer may co-facilitate the clay art activity with the group leader. With the group leader's support, the parent volunteer may describe the art activity, explain how to use the materials, or help to assemble and set up the materials needed.*

# Activity: Calendar Review and Updates

**Suggested Procedure (continued)**

When a parent volunteers, that person's name is entered into the calendar as co-leader for the specified activity. The leader and the parent makes arrangements to meet, talk on the telephone, or plan during a home visit so that the parent has a clear understanding of his/her responsibilities and a chance to ask questions.

Some volunteers may get "cold feet". Staff responses which seem to help parent volunteers successfully complete their task are:

- Involving the volunteer in planning what s/he will do;
- Allowing the volunteer to control the decision about what s/he will do;
- Encouraging the volunteer by pointing out that person's strengths or contributions to the group;
- Acknowledging that all group members, including the leader, are imperfect and that it takes courage to accept imperfection and do one's best;
- Offering to support the volunteer in whatever way s/he wishes to be supported.
- If the parent has given consent to be photographed, a polaroid photo may be taken while the parent is volunteering or co-facilitating an activity. This photo may be posted in the parent group room with acknowledgment of this parent's contribution to the group. The parent may also be verbally acknowledged during a group session.

4. Ask parents to record the Community Resource Presentation for Sessions 13 and 17 on their calendars.

5. Point out that the group will develop questions for the presentation in Session 13 before break time.

6. Invite questions from parents on any of the calendar items.

**Extension of the Activity**

1. Keep a cumulative list of parent volunteer activities. Review the list with the parent group from time to time. Such a review of the accomplishments of the group and it's members affirm the work of the participants.

## Activity: Interactions in Our Parent Group. How Are We Doing?

**Learning Objective**

To strengthen communication skills

**Materials Needed**

- Easel pad
- Broad tip marker

**Preparation**

1. Read the Information for the Leader on Personal Boundaries prior to the session (See Session 10, Page 124.)

**Suggested Procedure**

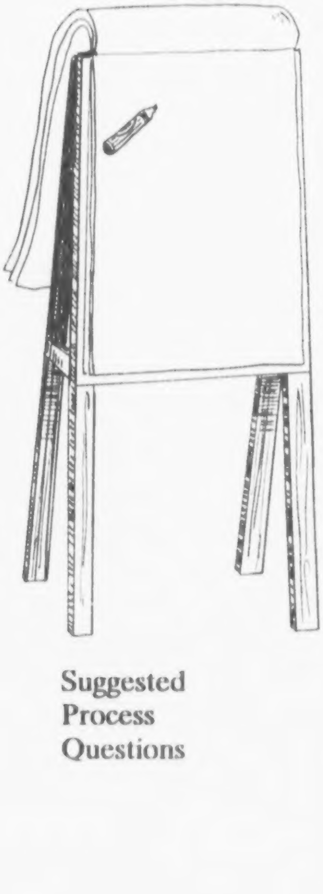
1. Use the process questions below or create your own to facilitate a discussion of the planning process, interactions and communication in the parent group. Discussion of volunteer roles in the group may also be incorporated (See Session 1, Page 17, Suggested Procedure #7.)

2. Use process question #5 to clarify the concept of personal boundaries for group members. Information for the Leader on Personal Boundaries may be found in Session 10, Pages 125-126. The topic of personal boundaries was first introduced in Session 2 when the group developed it's Group Process Agreement and in the Introduction of Family Albums (See Session 2, Page 29 and Pages 25-26.).

3. Record parents' responses on the easel pad or ask for a volunteer to record responses.

4. Restate or summarize the views of group members.

5. Type or write out the responses and make a copy for each participant. Hand these out to parents in Session 12. They will be used in an activity in that session. (See Session 12, Page 162.)



**Suggested Process Questions**

1. In what ways do you think our planning process helps the parent group?

2. How do parent volunteers help our group? Why do group members take turns volunteering? How would you feel if you were the one who volunteered regularly but others did not?

## Activity: Interactions in Our Parent Group. How Are We Doing?

**Suggested Process Questions (continued)**

3. Do you think the group norms are important to how we do planning together? In what way are they important to how the group does planning?

4. What would it be like for you if the group did not pay attention to norms?

5. What does the term "personal boundaries" mean to you?

6. What would it be like for you if someone attended group when intoxicated (using)? How do you think that person would behave? What do you think would happen to communication in the group? Problem-solving in the group?

7. How would you adjust to interactions in the group if a participant were intoxicated (using)?

# Information for the Leader on Personal Boundaries

A boundary marks the edge of something. A **personal boundary** marks where one person's physical and psychological space ends and someone else's begins.

A personal boundary is a protective envelope which allows each individual to maintain their own body and space, perception, feelings, thoughts and beliefs. Healthy personal boundaries also allow each individual to relate to others with varying amounts of closeness, depending on what is comfortable at that time and in that particular relationship. Boundaries can be open for greater closeness, or closed to limit closeness.

Each person in a family needs boundaries. Infants and young children learn to develop boundaries. Both parents and children need personal boundaries for healthy family relationships.

**Healthy boundaries** are flexible depending on the situation, persons, and context of a relationship. Healthy boundaries help a person set limits which maintain safety and personal comfort levels.

_Example:_ *In our group, participants are allowed to "pass" if they do not wish to share an idea, or experience in a group go-round. This allows each person to set their own "boundary" in the group.*

In our group, participants are not allowed to attend if they are intoxicated (using). This is the group's way of asking each participant to be responsible for his or her own health and safety boundary.

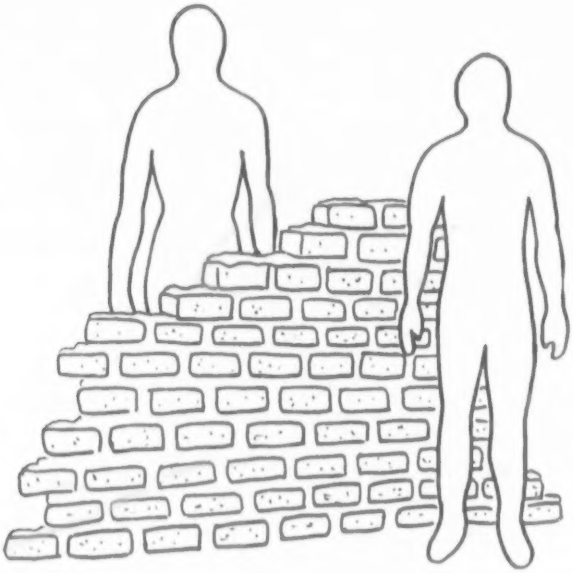
**Healthy boundaries** are flexible, depending on situations, people, context, etc.

_Example:_ *For their own safety, children learn not to accept rides, gifts or food from strangers. They learn that it is okay to accept these from friends and family.*

**Healthy boundaries** are controlled by the person setting his or her own limit. Healthy boundaries can be opened or closed by you when you want to be close to someone or not so close.

_Example:_ *I decide who greets me with a hug and when I prefer to shake hands.*

# Personal Boundaries Pictures

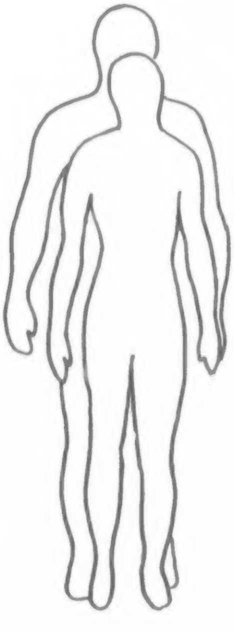


## Rigid Boundaries

Rigid boundaries are like
A BRICK WALL. It is hard
to develop healthy choices.

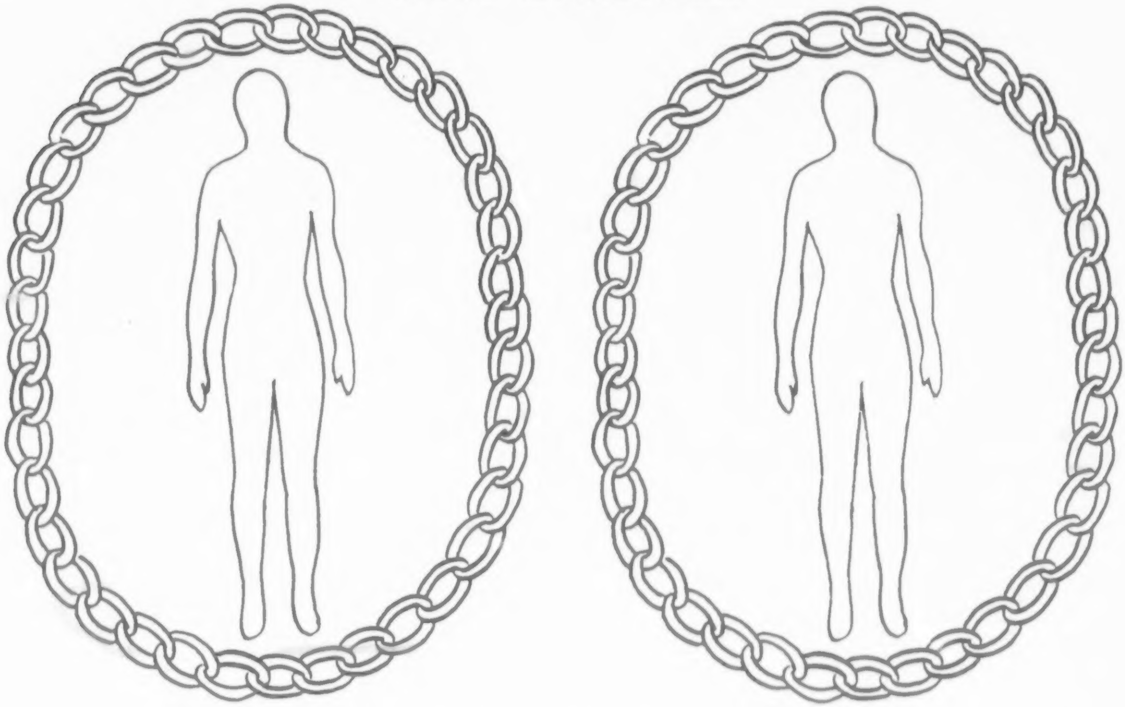
## Weak Boundaries

Weak boundaries are like two
people overlapping. It is hard
to develop healthy individuality.

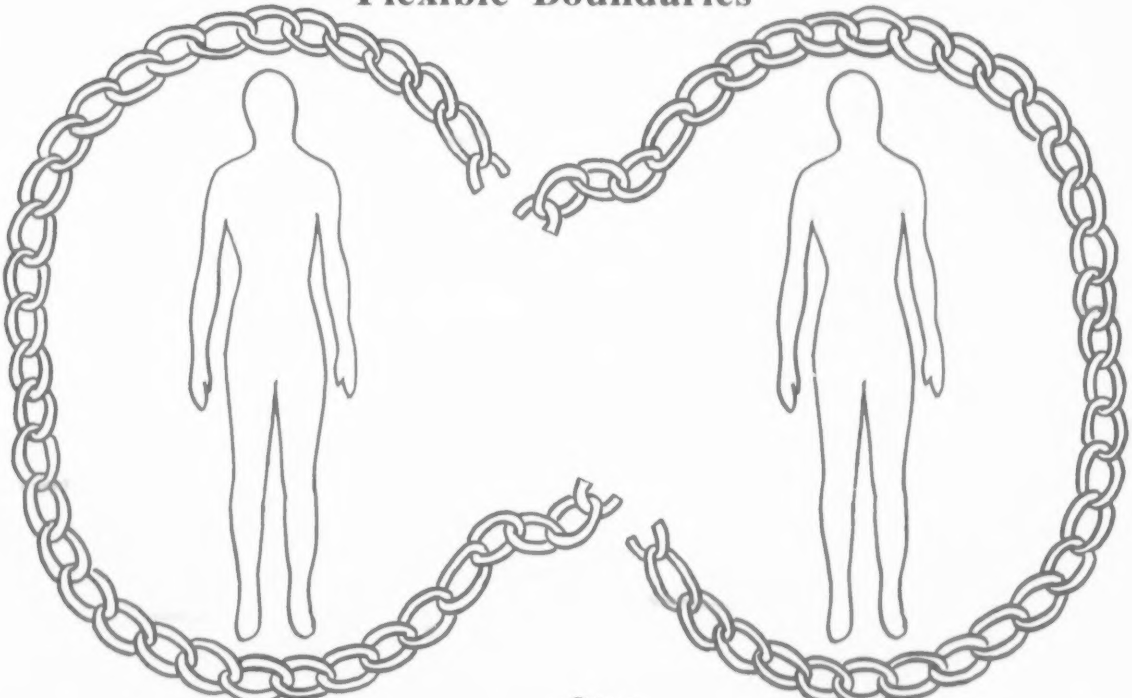


# Personal Boundaries Pictures

## Closed Boundaries



## Flexible Boundaries



# Activity: Questions for Community Resource Presentation

**Learning Objectives**

To increase family management skills through planning and preparation for a presenter

To increase parenting skills through awareness of community resources

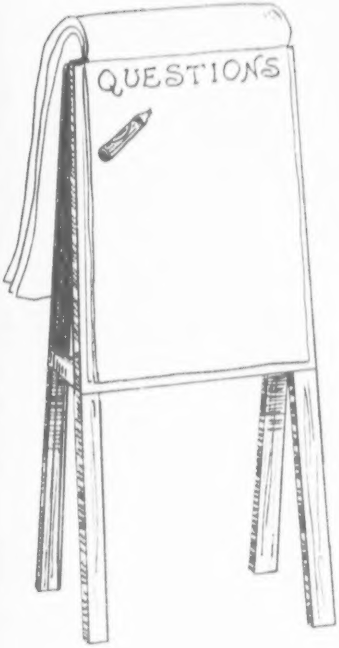
**Materials Needed**

- Easel pad
- Broad-tip marker
- Planning calendars prepared by each parent (See Session 10, Page 120.)

**Suggested Procedure**

1. Review with the parent group what has been planned for the second community resource presentation in Session 13. Refer to the calendar developed.

2. Ask parents to think about the questions they have on the topic to be presented in Session 13. Examples may be found in Session 6, Page 86.



3. Ask for a parent volunteer to record on the easel pad the questions raised by parent group members. Each parent's questions may be identified with her/his initials if desired. Labelling with initials helps participants to identify their own questions at a later time.

4. Use a go-round technique or ask for volunteers to share their questions with the group.

5. Following the session, transcribe the questions onto a sheet of paper. Make a copy for each parent.

6. A copy of the questions may be forwarded to the presenter to assist that person in planning the presentation.

7. The group leader may also wish to share his or her perception of the group's needs with the presenter.

8. Review the questions with the group for changes, clarification, or additions in Session 11. Prior to the presentation in Session 13, review the questions again with the group to help participants focus on the topic.

## Activity: Questions for Community Resource Presentation

**Suggested Procedure (continued)**

9. After the community resource presentation, answers to the parent's questions may be added to the page of questions. This may then be given to participants as a handout. It also becomes part of the program's resource file or a lending library of materials.

# Parent/Child Activity: Shaving Cream Painting

**Learning Objective**

To strengthen nurturing skills

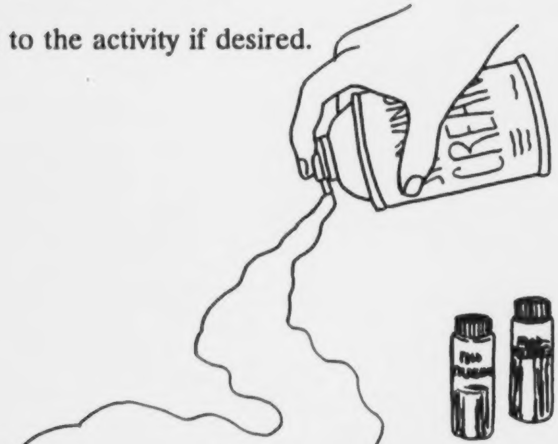
**Materials Needed**

The following materials may be provided by either the children's group leader or the parent group leader:

- Non-menthol shaving cream for parents and children
- Food coloring
- Non-porous table surface
- Optional: Cassette tape recorder or record player. Cassettes or LP's of music which expresses a variety of moods such as *Hooked on Classics I and II.* U.S.A., K-Tel International, 1987.

**Suggested Procedure**

1. Provide table space for each parent and child. Parents usually want to do this activity along with their children.
2. Introduce the shaving cream and discuss how to use it safely. Model for parents appropriate limit-setting, language for limit-setting and ways to approach safe use of materials with children. Talk about the smell, texture and feel of the shaving cream.
3. After allowing "free" time to explore, suggest to the children: "If your fingers were mad how would they move through the shaving cream?" "What if they were sad, happy, silly, frustrated, etc."
4. Food coloring can be added and mixed by the children to express feelings through the art media.
5. Music can be added to the activity if desired.



## Parent/Child Activity: Expressing Feelings With Clay

**Learning Objective**

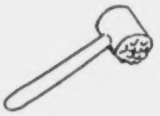
To strengthen nurturing skills

**Materials Needed**

The following materials may be provided by either the children's group leader or the parent group leader:

- Clay: You will need a sufficient amount for each person in the group to have enough clay to roll, pound, and shape. Approximately one heaping cup or an adult-size handful would be sufficient for each person.
- Air-drying Clay will work well for this activity. It can be purchased wet or dry. If purchased in dry form, mix the clay ahead of time. Because it is dusty and somewhat difficult to mix, it is not a good idea for parents or children to mix the clay themselves. It may be worthwhile to you to purchase the clay in wet form (already mixed and ready to use).
- Tools for shaping clay and creating texture: plastic knives, rolling pins, or a piece of dowel rod as a rolling pin, potato mashers, garlic press, etc.
- Table space for each person
- Paint and brushes (optional)

**Suggested Procedure**



1. Invite parents and children to explore the clay with their hands. Suggest that they try rolling, smashing, pounding, squeezing, pinching, smoothing, etc. Ask them to think about the feelings they can express while working with the clay; e.g., "squeeze the clay..squeeze it hard..think about how you feel..smooth the clay.." etc.

2. Once they have explored the clay with their hands, offer a variety of tools for further exploration.

3. Allow individuals to use the clay for exploration and "play" or to create an object which expresses a feeling for them.

4. Before ending the Parent/Child Activity, invite volunteers to share how it felt to use the clay and what feelings could be expressed.

## Parent/Child Activity: Expressing Feelings With Clay

**Extensions of the Activity**

1. The clay may be kept and used again. It should be stored in air-tight containers such as a plastic tub with a snap on lid. It may be wrapped in a damp cloth and put in a sealed plastic bag.

2. Parents and children may want to take a chunk of clay home to use. Clay may be put into ziplock plastic bags to take home.

3. Objects made from the clay may be air-dried and painted. (Note: The clay is somewhat fragile when dried and may crack if drying occurs too quickly. Drying can be slowed by covered objects loosely with plastic wrap).

# Activity: What Was the Parent/Child Activity Like For You?

**Learning Objective**

To strengthen nurturing skills

**Materials Needed**

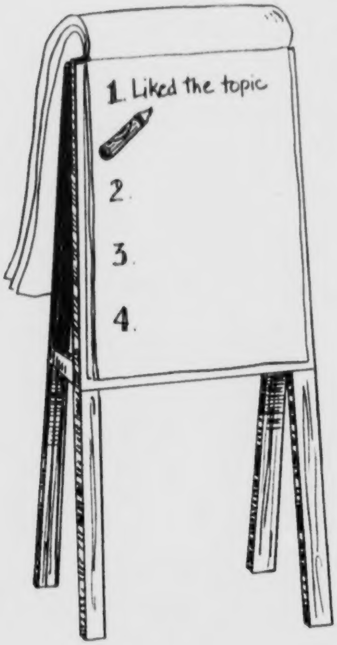
- Easel pad
- Broad-tip marker

**Suggested Procedure**

1. At the end of the Parent/Child Activity, parents return to the group room.
2. Facilitate a discussion of the activity with parents.
3. Use the process questions given below or create your own.
4. If you have selected a schedule with Parent/Child Activities at the end of the session, discussion of the activity may be done in the next session. "Welcome Back" or "Today's Session" are possible time slots.

**Suggested Process Questions**

1. What was the Parent/Child Activity like for you?
2. What did you like about it?
3. Was there anything which was hard for you or your child?
4. How did you feel during the activity?
5. Is there anything you would like to be different in the next Parent/Child Activity (in Session 12)? What could we do about that? How could we cope with that?



# Parent Page

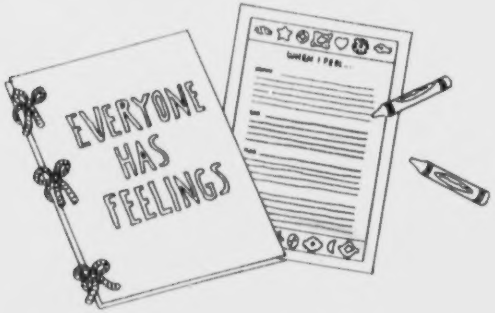
Number 10

# PASOS ADELANTE

## *PARENT PAGE*

In The Children's Class Today:

- "Everyone Has Feelings" - children help to make a big book about feelings. Each child dictates words (which the teacher writes) and decorates his/her page for the book. Each child's page looks like this.



- Feelings Face Masks - children talk about how masks change the way we look. People can pretend with masks. Masks show different feelings. So do faces.

- Children and teachers talk about parent/child activities: What will we do together? What will it be like?

## PARENT/CHILD ACTIVITIES REVIEW

- Today's activity is ______________________________

- Remember: "The focus is on the child." What does this mean to you?

- What can you do if you need help?

- We support each other during Parent/Child activities.

## AT HOME:

Look at your goals list in your Family Album before you go home. Write your goals in this space to help you remember them.

______________________________________________

______________________________________________

______________________________________________

At home, think about the ways you have begun to meet your goals. Here is a space for you to write your thoughts.

______________________________________________

______________________________________________

______________________________________________

# Session 11 Family Interactions

| | |
|---|---|
| **Relaxation**<br>(15 minutes) | 1. Relaxation Exercise - Tense and Relax (See Session 11, Pages 137-138.) |
| **Welcome Back**<br>(10 minutes) | 1. Welcome / Bienvenidos<br>2. Review "Questions for Community Resource Presentation" in Session 13 (See Session 11, Page 139.) |
| **Overview of Today's Sessions**<br>(15 minutes) | 1. Children's Group: Parent Page #11 (See Session 11, Pages 140-141.)<br>2. Parent Group: Agenda for the Day (See Session 1, Page 5.) |
| **Parent Education**<br>(60 minutes) | 1. Family Interactions (See Session 11, Pages 142-143.)<br>2. Honor Your Family Circle - Creative Art With Clay (See Session 11, Pages 155-156.) |
| **Break**<br>(10 minutes) | |
| **Parent Support**<br>(25 minutes) | 1. Parent-to-Parent Support (See Session 4, Pages 62-63.) |
| **Closing**<br>(15 minutes) | 1. Invite questions and comments from participants<br>2. Review homework assignment (See Session 11, Parent Page #11.)<br>3. Preview the next session<br>4. Parents and children reunite |

## Activity: Relaxation Exercise - Tense and Relax

| | |
|---|---|
| **Learning Objective** | To strengthen parenting skills through practice of healthy coping strategies |
| **Group Size** | Whole group |
| **Materials Needed** | • None |

**Suggested Procedure**

1. Ask parents to sit comfortably with enough space around each person so that no one touches any one else. This exercise helps parents learn that muscles can be controlled and that they can be tensed or relaxed. It is helpful to demonstrate the instructions as you state them.

2. Hold out one arm in front of you with your hand flat. Squeeze your hand into a fist. Notice how tight your muscles feel. Hold it - one, two, three.

3. Open your hand, put it in your lap and rest it there. Notice how it feels to relax the muscles. Rest...relax.

4. Repeat steps 2-3 using the other arm.

5. Put one leg out in front of you. Point your toes as far as you can - like this (show). Notice how your leg muscles feel tense. Hold - 1-2-3. Now rest your toes and leg - 1-2-3. Feel the resting and relaxation in your leg.

6. Now point your toes toward you as far as you can - like this (show direction). Hold - 1-2-3. Now rest your toes - 1-2-3. Repeat once using the other leg.

7. Sit as straight as you can. Put your hands on your stomach. Now make your stomach as tight as you can. Hold - 1-2-3. Feel the tight muscles. Now rest your stomach - 1-2-3. Notice how it feels to relax your stomach muscles. Repeat once.

8. Now lift your shoulders up toward your face. Hold - 1-2-3. Relax and rest your shoulders - 1-2-3. Repeat once.

9. Close your eyes tightly. Hold - 1-2-3. Open them and rest - 1-2-3. Repeat once. Notice the tension, then the relaxation.

## Activity: Relaxation Exercise - Tense and Relax

**Suggested Procedure (continued)**

10. Stretch your mouth open wide as if you are making a big laughing face. Hold - 1-2-3. Rest your mouth - 1-2-3. Repeat once.

11. Open your hands so that they are flat. Put them together and push them against each other. Hold - 1-2-3. Now rest your hands at your sides - 1-2-3. Repeat once.

12. Now relax your body. Feel the relaxation in your face, shoulders, arms, stomach, legs. Now your whole body is quiet. Relax and feel comfortable in your own space.

## Activity: Review Questions for Community Resource Presentation

**Learning Objective**

To strengthen communication skills

**Materials Needed**

Copies of the questions developed and recorded in Session 10

**Suggested Procedure**

1. Review the questions developed for the Community Resource Presentation in Session 10. Invite parents to make changes or additions to their questions.
2. Thank the parent recorder and use this opportunity to discuss roles and responsibilities in the group. Reinforce the desired goal of flexible roles and shared responsibilities.
3. Discuss with the group how it would like to be perceived by the presenter. The purpose of this discussion is to raise parents' awareness of communication skills and reinforce the use of those skills. Use the suggested process questions provided below or create your own.
4. A copy of the questions may be sent to the presenter for use in planning the presentation. The group leader may also wish to share with the presenter her/his perception of the group's needs.
5. Questions may be reviewed again by the group prior to the presentation in Session 13.

**Suggested Process Questions**

1. How would you as members of the group like to handle yourselves with the presenter?
2. How can participants communicate their interest? Express their point of view?
3. Which listening skills can parents use?
4. How do the group norms apply to the Community Resource Presentation?

# Activity: Parent Page #11

**Learning Objective**

To strengthen parenting skills

**Materials Needed**

- 2 copies for each parent of Parent Page #11 found at the end of this session
- Optional: *Sam* by Ann H. Scott

**Suggested Procedure**

1. Parents may place one copy of the Parent Page in their Family Album. The other copy is used during the session and then may be taken home.

PARENT PAGE
Number 11

2. Optional: Invite parents to look at a copy of the book used in the children's group in this session.

3. Review and discuss activities described in the section, "In the Children's Class Today." The theme "Everyone Has Feelings" continues in this session.

4. A review of goals was begun in the homework for Session 10 which asked parents to think about the ways they have begun to meet their goals. Use the section entitled "Goals Are a Way of..." to help parents assess their growth in the program so far.

5. Use any natural opportunities which arise to reinforce the positive effects of regular attendance and participation on attaining goals. Affirm progress and effort. Provide a realistic view of the time needed for change and growth to occur. Refocus goals and reframe self-assessments, as appropriate.

   Examples: *A broad goal can be refocused and made more specific:*

   Broad: *I want my child to behave better.*

   Specific: *I want my child to pick up his/her toys before dinner.*

## Activity: Parent Page #11

**Suggested Procedure (continued)**

| | |
|---|---|
| Negative Self-Assessment: | *"My goal was to have a better relationship with my child and I practiced in parent/child activity but last week I blew it all when I really lost my temper."* |
| Reframed: | *"Sounds like last week was a bummer for you. But you were a very good listener during parent/child activities. That's a step toward your goal. What would you like to do differently when you feel angry?"* |

6. During "Closing" review the homework assignment in the "AT HOME" section.

# Activity: Family Interactions

**Learning Objective**

To strengthen parenting skills through awareness of family interaction patterns

**Materials Needed**

- Easel pad
- Broad-tip marker
- Copies of parent responses to process questions for "Interactions: How Are We Doing?" (See Session 10, Pages 122-123.)
- Family Interactions pictures (See Session 11, Pages 144-145.)
- Flannel board
- Family figures and story patterns for "Family Interactions" (See Session 11, Pages 152-154.)
- Self-adhesive velcro dots
- Family Interaction scenario (See Session 11, Pages 146-151.)

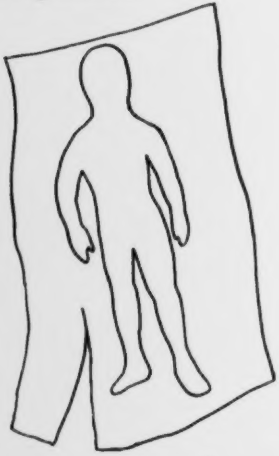
**Preparation**

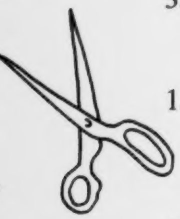
1. Select one of the family scenarios.

2. Select the family figures to be used for the scenario and photocopy them onto skin-tone paper. Select a variety of figures appropriate for a family-type represented in your group; e.g., single parent family, extended family, etc.

3. Cut out the figures. It is easiest to cut out and mount figures in an oval shape, leaving a border around the figure. Mount the oval on tag-board or other lightweight cardboard. Add appropriate clothing cut from scraps of construction paper or fabric. Fill in facial features, hair, etc. with fine tip markers. Place a velcro dot on the back of each.

3. In the same way, photocopy, cut out, mount and color the other props from the patterns provided.





**Suggested Procedure**

1. Introduce the activity and invite participants to brainstorm a list of words or phrases which show what "family interactions" means to group members.

2. Record parents' responses or ask for a volunteer to record responses on the easel pad.

3. Use the family figures and props to enact the selected family scenario on the flannel board. Several scenarios are provided but you may create your own scenario if you prefer. Use the

## Activity: Family Interactions

**Suggested Procedure (continued)**

Family Interactions pictures to clarify the concept of homeostasis. (See Session 11, Pages 144-145.)

4. Use the process questions provided with each scenario or create your own to discuss family interactions and the concepts of balance and stability (homeostasis) in the family.

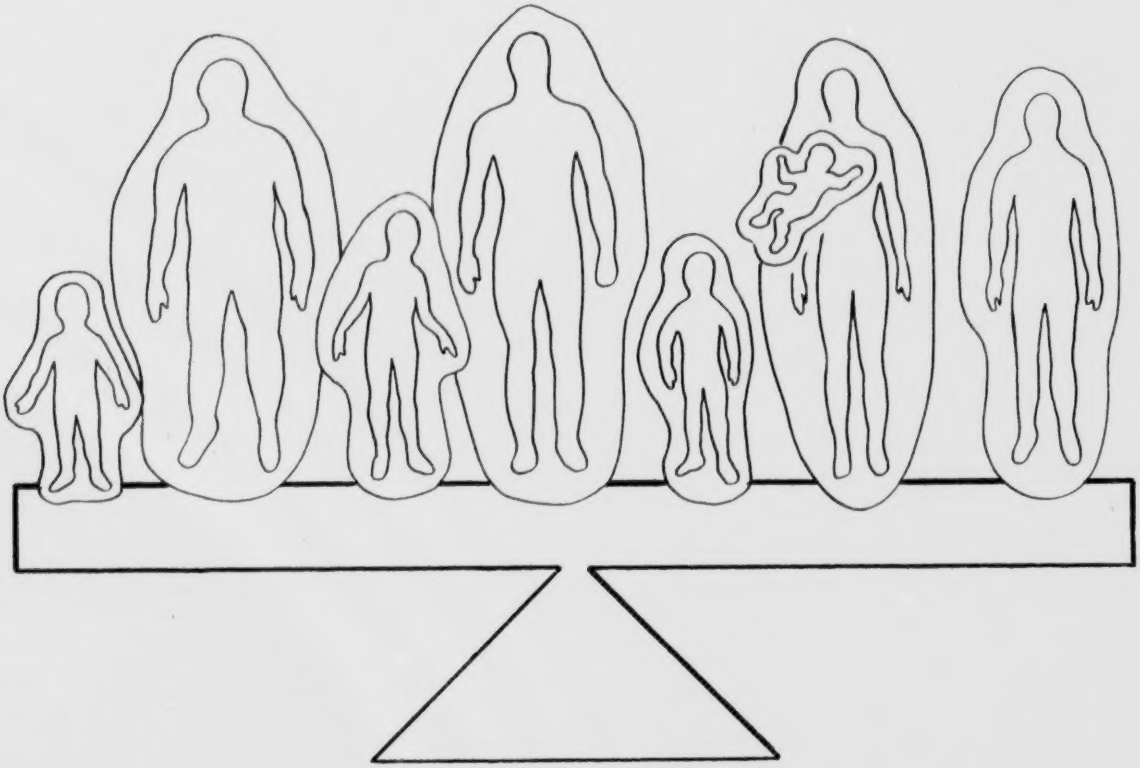
5. Invite parents to write or draw a picture or symbol of something which creates instability in their family.

6. Invite volunteers to share their drawings with the group.

## Activity: Family Interactions

# FAMILY INTERACTIONS

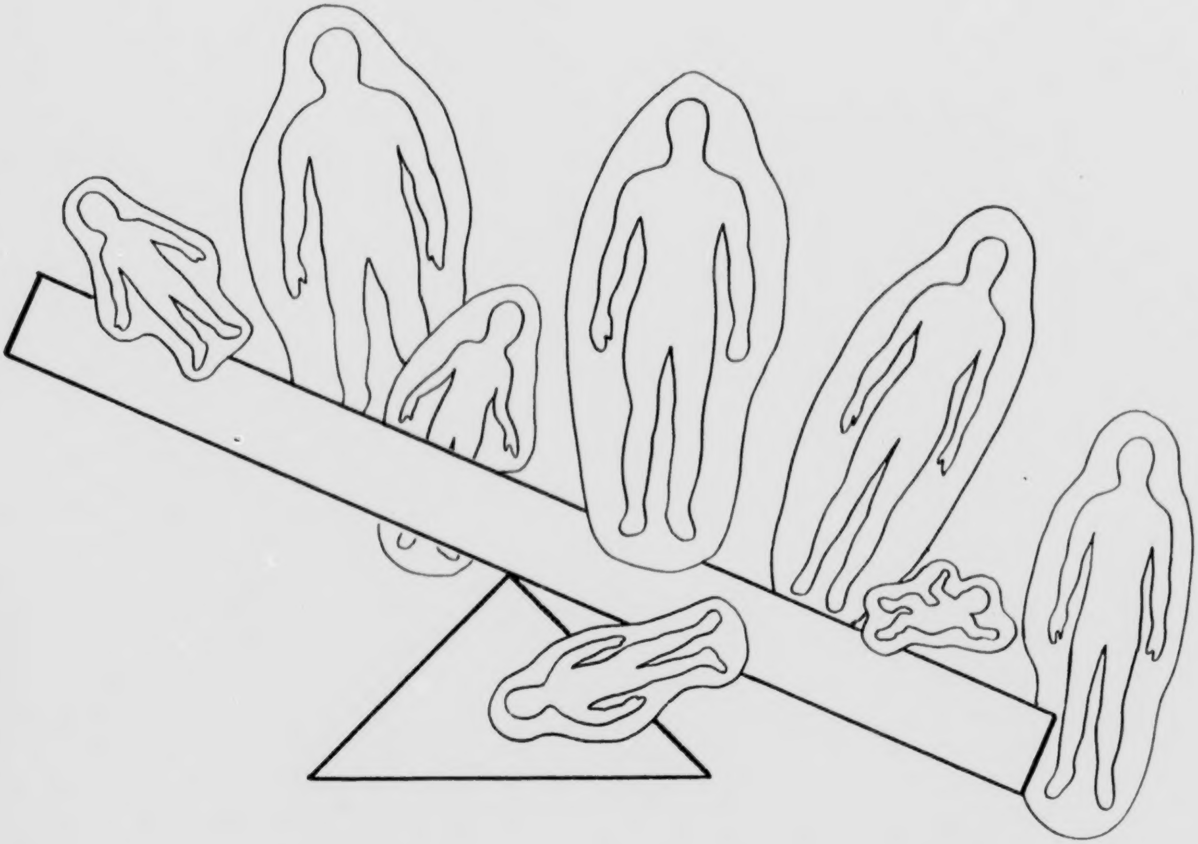
THE FAMILY IS BALANCED AND FEELS STABLE



## Activity: Family Interactions

# FAMILY INTERACTIONS

## THE FAMILY IS UNBALANCED AND FEELS UPSET



## Family Interactions Scenario #1

**Directions**

Create the family name, given names, number of people, ages, genders, etc., of those in the family. Base your choice on what is appropriate for your group of parents. Use the names to fill in the blanks in the story.

**Family Scenario**

This is the ________ family. The people in this family are:

____________________ ____________________

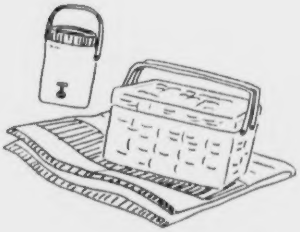
____________________ ____________________

____________________ ____________________

____________________ ____________________

The whole family is getting ready to go to the park for a picnic. Each person in the family is helping to get ready for the picnic.

At the park, the family finds a picnic table and the children begin to play ball.



Suddenly, one of the children trips while running after the ball, falls down hard and does not get up.

Everyone in the family realizes something is wrong. They stop what they are doing. The family's sense of balance or stability is upset.

# Family Interactions Scenario #1

**Family Scenario (continued)**

Each family member reacts to the situation. (Use as many of the following as needed for members of the family)

_________ rushes over to see what is wrong.

_________ begins to cry because s/he is scared.

_________ comforts and reassures her/him.

_________ runs to the recreation center to call 911.

_________ and _________ hold onto each other and watch.

_________ holds the baby while other family members are busy.

**Suggested Process Questions**

1. How has the family balanced life again? What is it doing to keep itself stable?

   *Examples of responses:*

   - *Comforting and reassuring each other*
   - *Calling for help*
   - *Caring for the injured child*
   - *Expressing feelings*
   - *Caring for the infant while others are busy*

2. In Session 10, we discussed interactions in our parent group. How do we keep the parent group in balance?

3. What actions or events upset the balance in your family?

4. How does your family cope? How do members of the family behave? Who does what? Who takes charge? Who cries or acts out or shows other emotions? Who takes care of problems? Who tries to relieve the tension with a joke or funny comment?

## Family Interactions Scenario #2

**Directions**

Create the family name, given names, number of people, ages, genders, etc., of those in the family. Base your choice on what is appropriate for your group of parents. Use the names to fill in the blanks in the story.

**Family Scenario**

This is the ________ family. The people in this family are:

Dad, whose name is __________.

Mom, whose name is __________.

Older son, whose name is __________.

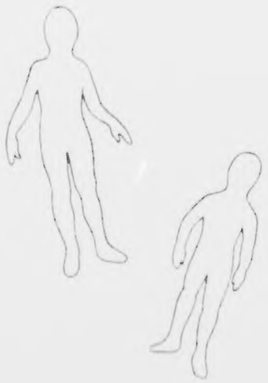
Younger daughter, whose name is __________.

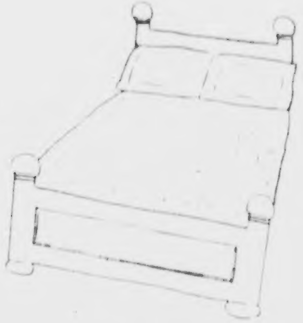
Dad is at home recovering from serious injuries he got in a car accident. He is still in pain and trying to get some sleep in the afternoon. Mom is in the kitchen trying to figure out what to give the family for supper.

The two children, ________ and ________ are playing in the bedroom. Suddenly they quarrel. One of them shrieks and runs into the bathroom, slamming the door.

Mom comes to the kitchen door. She shouts at the children, "You kids shut up or I'll shut you both up and you won't like it."

Dad wakes up due to the noise. He shouts to mom, "You are such a stupid parent. You make more noise than those kids. What a loser. If you don't shape those kids up, I'm going to whip all three of you til you learn to behave."





**Suggested Process Questions**

1. What upsets the balance in this family?
2. What strategies does this family use to cope?
3. Are these healthy or unhealthy ways of coping?
4. What do you think could happen if the same coping behaviors continue in the family?
5. What other coping strategies could be useful in this situation?

## Family Interactions Scenario #2

**Suggested Process Questions (continued)**

6. How do we keep the parent group balanced?
7. What actions or events upset the balance in your family?
8. How does your family cope?

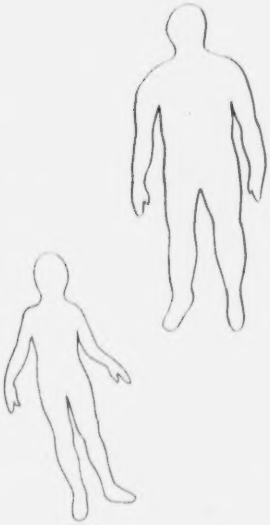
## Family Interactions Scenario #3

**Directions**

Create the family name, given names, number of people, ages, genders, etc., of those in the family. Base your choice on what is appropriate for your group of parents. Use the names to fill in the blanks in the story.

**Family Scenario**

This is the ________ family. The people in this family are:



Single parent, male or female, named __________.

9 year old daughter named __________.

8 year old son named __________.

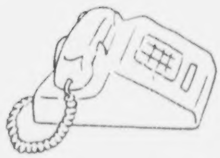
4 year old daughter named __________.

Grandmother, named _______, who lives across town.

The ________ family lives in a two bedroom apartment on the second floor of a small apartment complex.

The two older children attend the neighborhood school. Grandmother takes care of the 4 year old while the parent, _______, goes to work.

Last night grandmother called at 6:30 p.m. to find out where _______ (parent) was. S/he had not come to pick up _____, the 4 year old, at the usual time. S/he also had not telephoned to say s/he would be late. The older two children did not know where mom/dad was or why s/he was late.



At 9:30 p.m., ________ (parent) came home to the apartment where the older two children were watching TV and eating food they found in the refrigerator. The parent was intoxicated and fell asleep on the couch. This was the third time in two weeks that this had happened.

The next day, _______, (parent) tells grandmother that s/he went out with a friend from work. They were having fun and forgot about the time.

**Suggested Process Questions**

1. What upsets the balance in this family?
2. What effect is ATOD having on the family?

## Family Interactions Scenario #3

**Suggested Process Questions (continued)**

3. How do you think each member of the family will react?

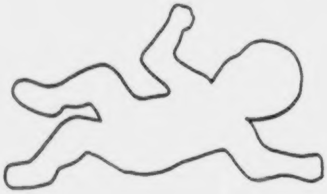
4. How does denial affect family interactions?

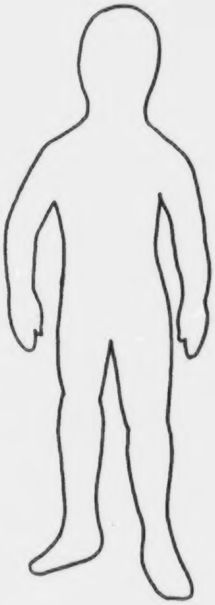
5. How do we keep the parent group in balance?

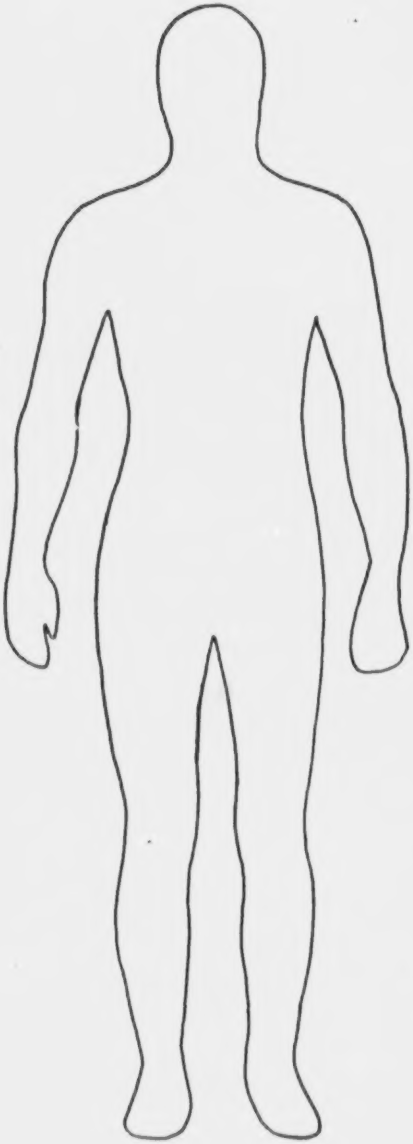
6. What actions or events upset the balance in your family?

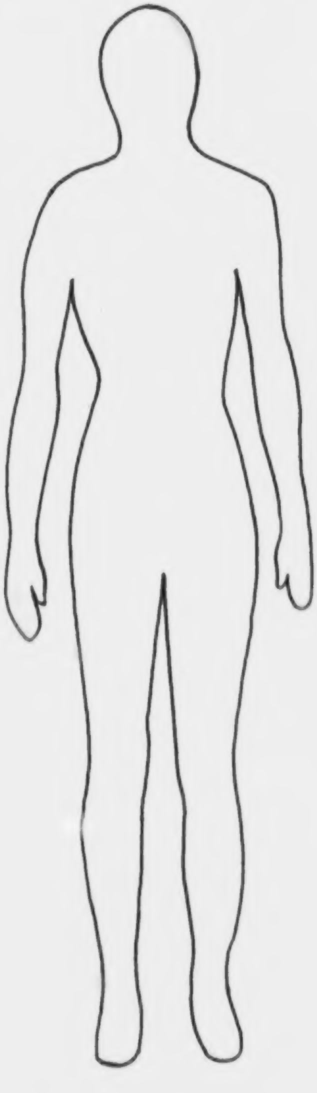
7. How does your family cope?

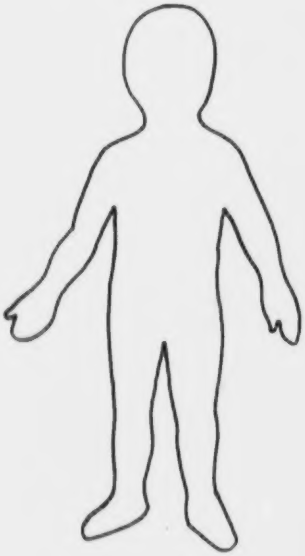
# Flannel Board Family Figures



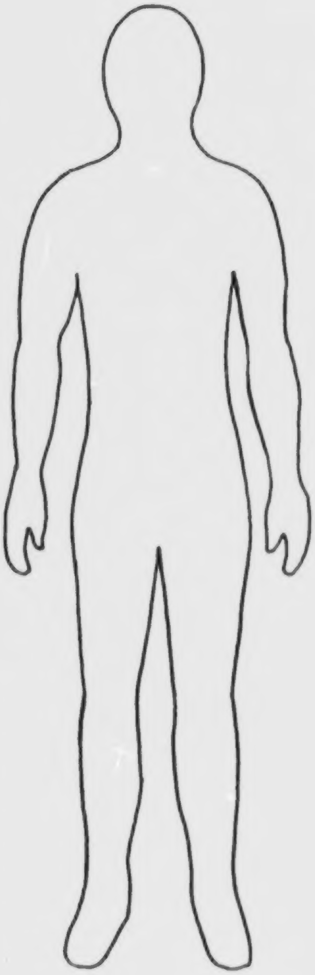


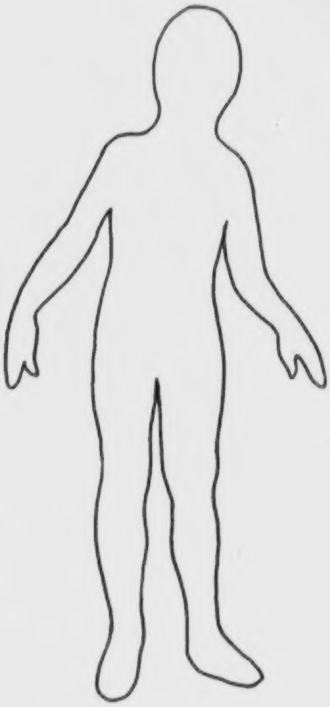


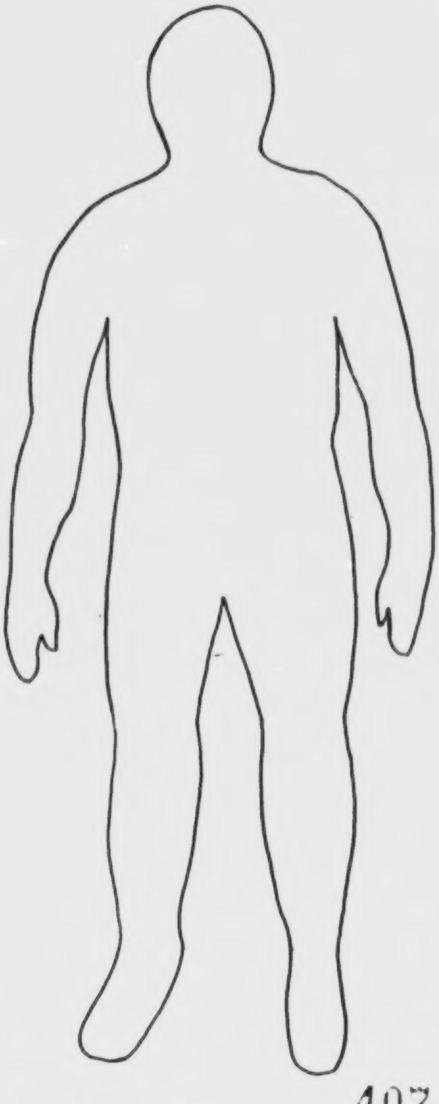




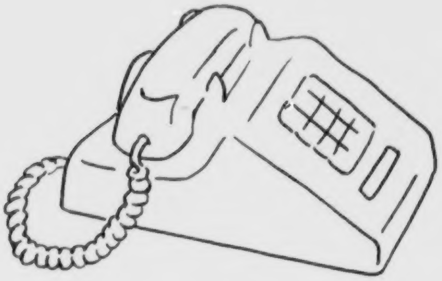
# Flannel Board Family Figures

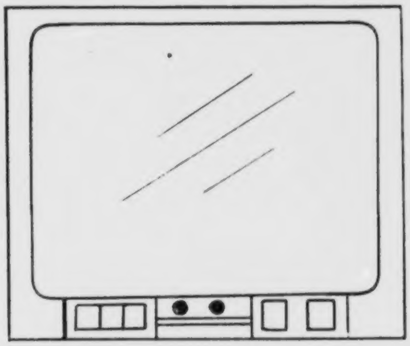


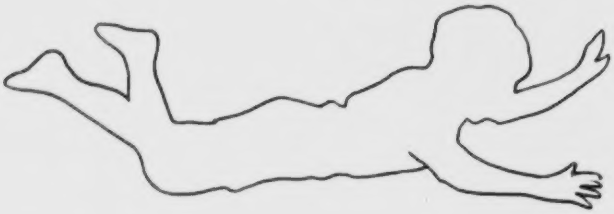


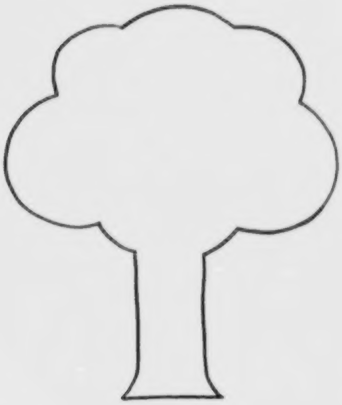


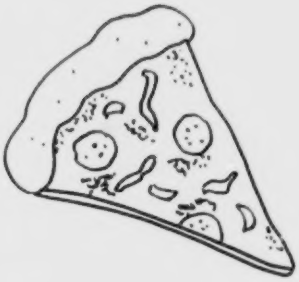
# Flannel Board Story Patterns

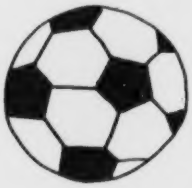


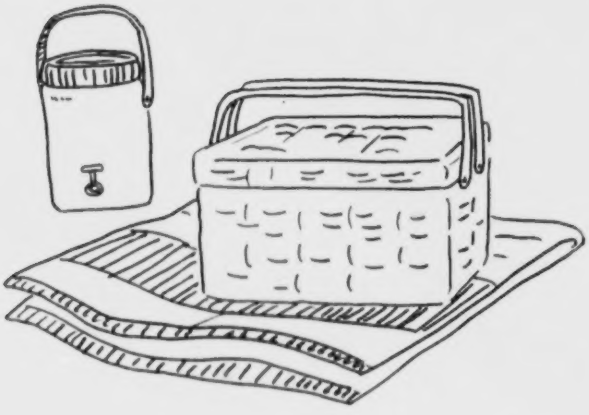


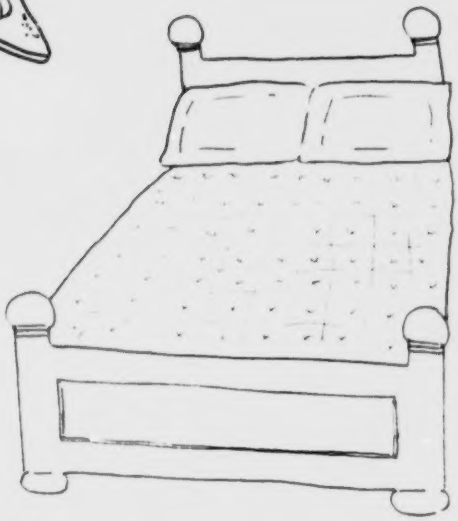












# Activity: Clay Art - Honor Your Family Circle

**Learning Objectives**

To strengthen coping skills
To strengthen parenting skills through awareness of family strengths

**Materials Needed**

- Water
- Sculpey clay or other air-drying clay
- Plastic table cloth or other cover for the work surfaces
- Shaping and sculpting tools such as plastic knives, cookie cutters
- Tempera paints in colors desired
- Brushes - fine and broad
- Decorative materials (optional) such as beads or shells, etc.

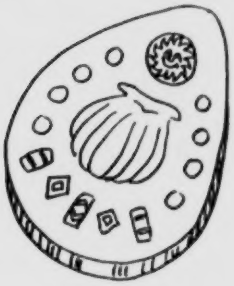
**Preparation**

1. If a parent volunteer is co-facilitating this activity, advance planning is needed. (See Session 10, Pages 120-121, Suggested Procedure #3.)

**Suggested Procedure**

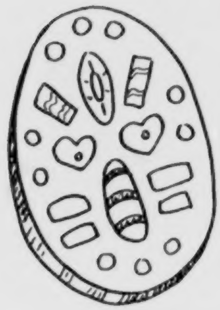
In Session 11:

1. Mix clay according to package directions. Since this clay hardens in the air, mix only as much as you expect the group to use in this session.

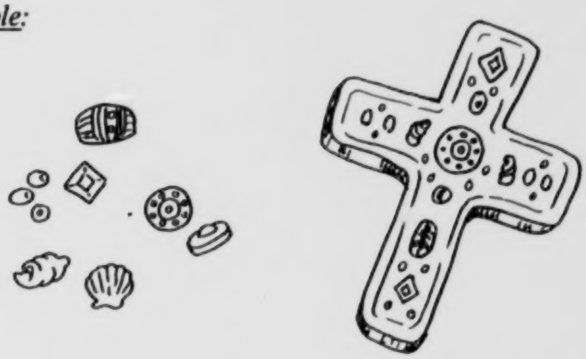


2. Ask parents to think about their families and how they cope. Invite each parent to create an object which honors her/his family members and the personal and cultural strengths of the family. What are the positive healthy ways your family copes?

3. Beads, shells, or other decorative items may be pressed onto the clay before it dries.



*Example:*



4. Place the clay objects in a clean, dry location to harden.

## Activity: Clay Art - Honor Your Family Circle

**Suggested Procedure (continued)**

In Session 12:

5. Invite parents to paint the clay object.

6. Ask each parent to share with others what the object means to them and how it symbolizes their family, their personal and cultural strengths.

# PARENT PAGE

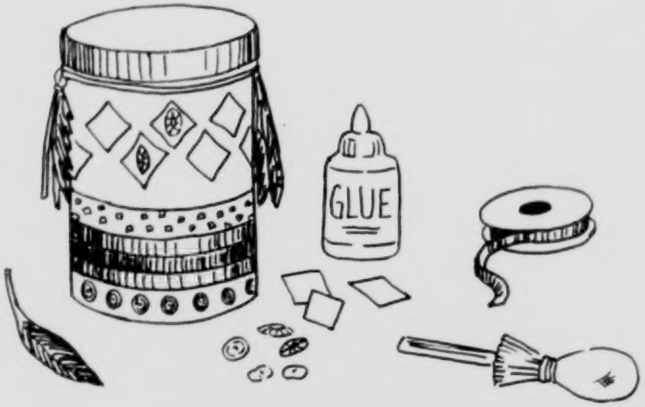
## Number 11

# PASOS ADELANTE

## *PARENT PAGE*

In The Children's Class Today:

- Making a drum - children can make drums from boxes or coffee cans which they decorate.



- Read a story aloud - *Sam* by Ann H. Scott. A story about how Sam feels when members of his family are too busy to pay attention to him. A solution to the problem is found!
- Singing, Clapping and Body Music - music is a great way to express feelings!

> What is "body music?" Body music is an African or African-American way of making sound and rhythm. Hand clapping, toe tapping, thigh slapping, tongue clicking are body music.

## Goals Are A Way of Saying What I Want

In what ways have you begun to meet your goals?

________________________________________

________________________________________

________________________________________

**AT HOME:**

**Before the next session, try to pay attention to your own family's interactions. Think about:**

- **Which interactions are difficult for you?**
- **In what way alcohol or drug abuse affects your family's interactions?**

# Session 12 Family Interactions

| | |
|---|---|
| **Relaxation**<br>(10 minutes) | 1. Relaxation Exercise - Tense and Relax (See Session 11, Pages 137-138.) |
| **Welcome Back**<br>(5 minutes) | 1. Welcome / Bienvenidos<br>2. Invite questions or comments on the last session. |
| **Overview of Today's Sessions**<br>(15 minutes) | 1. Children's Group: Parent Page #12 (See Session 12, Page 161.)<br>2. Parent Group: Agenda for the Day (See Session 1, Page 5.) |
| **Parent Education**<br>(60 minutes) | 1. Children's Roles in Families with Alcohol, Tobacco, or Other Drug Abuse Problems (See Session 12, Pages 162-163.)<br>2. Honor Your Family Circle - Creative Art With Clay (See Session 11, Pages 155-156, Suggested Procedure #5 and 6.) |
| **Break**<br>(10 minutes) | |
| **Parent/Child Activity**<br>(25 minutes) | 1. Visiting Artist (See Session 12, Pages 166-167.) |
| **Processing**<br>(15 minutes) | 1. What Was the Parent/Child Activity Like for You? (See Session 12, Page 168.) |
| **Closing**<br>(10 minutes) | 1. Review homework assignment (See Session 12, Parent Page Page #12.)<br>2. Preview the next session<br>3. Parents and children reunite |

# Activity: Parent Page #12

**Learning Objective**

To strengthen parenting

**Materials Needed**

- 2 copies for each parent of Parent Page #12 found at the end of this session

**Suggested Procedure**

1. Parents may place one copy of the Parent Page in their Family Album. The other copy is used during the session and then may be taken home.
2. Point out the illustration showing the page each child will use to contribute to the children's big book, "Everyone Has Feelings." Use the points listed under "FEELINGS" in the Parent Page to conduct a discussion with parents about the importance of recognizing and naming feelings.
3. Discuss each point under "Parent/Child Activities Review", as needed. The Parent/Child Activity is "Visiting Artist."
4. Homework: Review the homework assignment given in the "AT HOME" section.

PARENT PAGE
Number 12

# Activity: Children's Roles in Families With Alcohol or Other Drug Problems

**Learning Objectives**

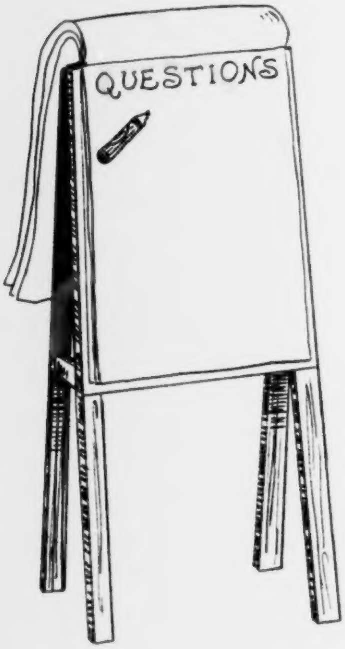
To strengthen parenting skills through awareness of roles in the family

To strengthen nurturing skills through awareness of children's needs

**Materials Needed**

- Video: *Twee, Fiddle and Huff*. 16 minutes (distributed by AIMS Media, 9710 DeSoto Avenue, Chatsworth, CA 91311-4409)
- TV and VCR equipment
- Easel pad
- Marker
- Copies of parent responses recorded during "Interactions in Our Parent Group" (See Session 10, Pages 122-123.)

**Suggested Procedure**



1. Briefly review the "Family Interactions" activity from the last session (See Session 11, Pages 142-143.)

   Invite group members to help restate the main points:

   a. Each family is a group (or system) made up of individual members.
   b. Each member of the family is linked to the other members of the family.
   c. Family members interact to keep the family functioning (stable).
   d. Family members react to changes in the family.
   e. Family members react in ways which they believe will keep the family going (functioning, balanced, stable).

2. Explain that the parent group will see a video which describes how children frequently react when parent(s) are abusing ATOD. Children frequently take on "roles" or responsibilities as a way of trying to keep the family going.

3. Review with the parent group the responses to process questions 3-6 recorded during "Interactions in Our Parent Group" in Session 10 (See Session 10, Pages 122-123.).

4. Play the video. Use the suggested process questions below or create your own to prompt discussion of children's roles.

5. Record parent responses to questions 5-6 on the easel pad.

## Activity: Children's Roles in Families With Alcohol or Other Drug Problems

**Suggested Process Questions**

1. What words would you use to describe each one of the children in the video? Twee? Fiddle? Huff?
2. Did you feel like Twee, Fiddle or Huff when you were a child growing up in your family? Which one?
3. How did you behave?
4. How did that feel?
5. What words would you use to describe how your child(ren) behave when something upsets the family?
6. Do you think any of your children fit a role? Which one?
7. What is the effect of a role on personal boundaries?
8. What can you do to help your child with that?

# Information for the Group Leader on Children's Roles in Families With ATOD Abuse Problems

**Information for the Leader**

In a family with ATOD abuse problems, family interactions become unbalanced as a result of ATOD abuse. ATOD abuse may destabilize the family in various ways:

1. The user's mood, behavior, and expectations change.

2. Household tasks done by the abuser need to be done by someone else when the abuser is not able to function; e.g., meals, laundry, car repairs, care of children.

3. Feelings of fear, anger, guilt, anxiety, loss occur in family members, including children.

4. Denial behaviors take time and energy. Perceptions of reality and thinking have to adapt to match the denial of ATOD abuse.

5. Members of the family spend time and energy figuring out how to control and contain what is happening; e.g., the need to behave in ways which do not provoke an angry outburst or violence, etc.

Children respond to an unbalanced family system by changing their behavior. Children unconsciously adapt their behavior in ways which they believe will rebalance the family and enable it to survive. At such times a child sets aside his/her own needs, wishes, feelings and perceptions. For the child, the survival needs of the family (keeping the family in balance) are more important than his/her own self. The child sets selfhood aside in favor of preserving family functioning.

*Examples:*

a. *When his mother is using, 8-year-old Rick takes care of his 3-year-old sister; he fixes her food, helps her in the bathroom, plays with her and helps her get ready for bed.*

b. *When her dad is using, 5-year-old Susana stays out of the way in her room and plays with her teddy bear. She tries not to listen to the arguments between mom and dad.*

# Information for the Group Leader on Children's Roles in Families With ATOD Abuse Problems

**Information for the Leader (continued)**

Four roles which children may adopt are presented in the video. There are numerous others but these are the most common. Children may adopt more than one role, as Huff does in the video.

1. Hero, or the super-responsible child (Twee)
2. Scapegoat, or the child who frequently acts out, is in trouble (Huff)
3. Lost Child, or the child who is invisible, makes no demands (Fiddle)
4. Mascot or Comic, the child who tries to restore the family good humor, jokes or entertains the family (Huff)

The developmental characteristics of young children affect their understanding of events in a family with ATOD abuse problems. Young children think about the world in a different way from adults.

1. Young children think "egocentrically." This means that:

    - They may believe their wishes, thoughts and actions cause what happens.
    - They may believe they have caused the ATOD abuse, a parent's behavior or problems in the family.
    - They may blame themselves.
    - They may feel guilt, shame, fear and anxiety.

2. Young children confuse what is real and what is imaginary. This means that:

    - Young children may confuse denial and reality.
    - They may believe that ATOD abuse is normal, acceptable, to be overlooked, or is a way of coping with stress, etc.
    - They may believe their perceptions are wrong. They may learn to distrust their own perceptions.

3. Young children are dependent. They need and want to trust their parents and caregivers. This means that:

    - Children are confused by changes in parent's behavior, rules and caregiving.
    - They may experience doubt, fear, and uncertainty.

## Parent/Child Activity: Visiting Artist

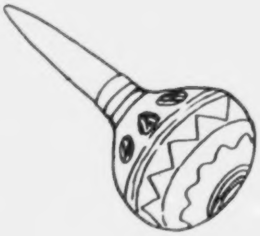
**Learning Objective** To strengthen social skills

**Group Size** Whole

**Advance Planning**

1. Responsibility for organizing this Parent/Child Activity has been given to the children's group leader in the curriculum. However, both children's group leader and parent group leader should discuss and coordinate plans.

2. Planning for this activity will need to begin well in advance of the session.



3. The children's group leader will explore the resources in your community and utilize what is available. Some possibilities to explore are: African-American musicians with drumming or percussion skills; school band teachers with access to percussion instruments; symphony percussionists if your community supports an orchestra; a folksinger; a gospel singer; mariachis; a folk dancer. Amateur as well as professional musicians may be very skillful and able to work with your group.

   a. Perhaps a parent in your group has musical talents to share. Parents may also be able to help identify resource people in your community.

   b. Determine if the visiting artist has experience with preschoolers, and guide the artist so that the visit is interactive, appropriate in length and allows for the attention span and activity level of your group of children.

   c. Explore with the artist ways in which s/he may present the concept of expressing feelings in rhythm and sounds.

   d. Plan for a portion of this visit to involve activity for the children. Some examples would be movement to sound/rhythm/music, use of rhythm instruments, use of the drums the children made, etc.

4. Both children's and parent group leaders will need to consider:

   - Space needed
   - Time to set up and take down equipment

## Parent/Child Activity: Visiting Artist

**Advance Planning (continued)**

- Asking the artist to incorporate songs, rhymes, raps or finger-plays the group of child and/or parents has learned

5. Let parents know what is planned and involve them in planning where possible.

**Suggested Procedure**

1. Prepare parents for the activity in previous sessions.
2. It is helpful if all program staff who work with families facilitate this event.

# Activity: What Was the Parent/Child Activity Like For You?

**Learning Objective**

To strengthen nurturing skills

**Materials Needed**

- Easel pad
- Broad-tip marker

**Suggested Procedure**

1. At the end of the Parent/Child Activity, parents return to the group room.

2. Facilitate a discussion of the activity with parents.

3. Use the process questions given below or create your own.

4. If you have selected a schedule with Parent/Child Activities at the end of the session, discussion of the activity may be done in the next session. "Welcome Back" or "Today's Session" are possible time slots.

**Suggested Process Questions**

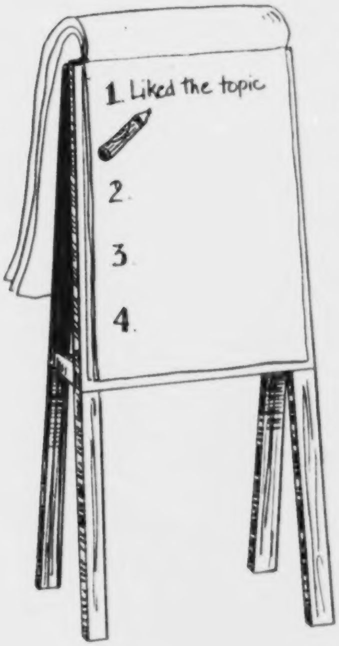
1. What was the Parent/Child Activity like for you?

2. What did you like about it?

3. Was there anything which was hard for you or your child?

4. How did you feel during the activity?

5. Is there anything you would like to do different in the next Parent/Child Activity (in Session 14)? What could we do about that? How could we cope with that?



# PARENT PAGE

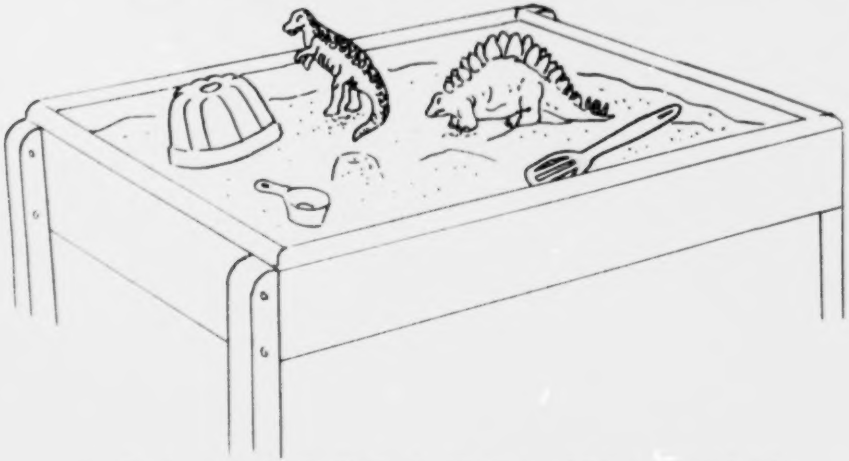
Number 12

# PASOS ADELANTE

## *PARENT PAGE*

In The Children's Class Today:

- Sand Table with Plastic Dinosaurs - children can express many feelings through play. Anger and fear can be expressed safely.



- Read a story aloud - *Big Book of Feelings* - children will read and discuss the book they made about the four basic feelings: happy, sad, mad and scared.
- Parent/Child Activity: Visiting Artist From the Community.

FEELINGS

- Everyone has feelings.
- Feelings are neither right nor wrong.
- Behavior is different from feelings; some behaviors are not healthy, safe, or acceptable.
- It is healthy to be able to recognize and name feelings.
- Acceptance of another person's feelings builds self-esteem.
- Children learn very gradually to manage their feelings.

## PARENT/CHILD ACTIVITIES REVIEW

- Today's activity is ______________________________
- Remember: "The focus is on the child." What does this mean to you?
- What can you do if you need help?
- We support each other during Parent/Child activities.

## AT HOME:

Think about some healthy ways in which your child can express:

ANGER

FEAR

SADNESS

# Session 13 A Resource From Our Community

| | |
|---|---|
| **Relaxation**<br>(10 minutes) | 1. Tense and Relax - Whole Muscle Group Technique (See Session 13, Page 173.) |
| **Welcome Back**<br>(10 minutes) | 1. Welcome / Bienvenidos<br>2. Invite questions or comments on the last session.<br>3. Affirmations (See Session 1, Pages 5-6, Extension of the Activity #2.) |
| **Overview of Today's Sessions**<br>(20 minutes) | 1. Children's Group: Parent Page #13 (See Session 13, Pages 174-175.)<br>2. Parent Group: Review questions prepared for presenter (See Session 11, Page 139.) |
| **Parent Education**<br>(50 minutes) | 1. Community Resource Presentation (See Session 13, Page 176.) |
| **Break**<br>(10 minutes) | |
| **Parent Support or Continue Presentation**<br>(30 minutes) | 1. Parent-to-Parent Support (See Session 4, Pages 62-63.) OR<br>2. Continue Community Resource Presentation |
| **Closing**<br>(20 minutes) | 1. Feedback on the Community Resource Presentation (See Session 13, Page 176, Suggested Procedure #4 and 5.)<br>2. Review homework assignment (See Session 13, Parent Page #13.)<br>3. Parents and children reunite |

# Activity: Tense and Relax - Whole Muscle Group Technique

**Learning Objective**

To strengthen parenting skills through practice of healthy coping strategies

**Materials Needed**

- None

**Suggested Procedure**

1. In this relaxation exercise, whole muscle groups are tensed and then relaxed. Repeat each instruction at least once, holding each muscle group tense for about five seconds. Then relax for 20 seconds. Notice the contrast between the tension and relaxation in your body.

2. Make a fist with both hands. Tighten the muscles in your lower and upper arms. Hold. Then relax. Feel how good the relaxation is. Think about how tension feels.

3. Wrinkle your forehead. At the same time, press your head as far back as possible. Roll it in a circle then roll the other direction. Squeeze the muscles of your face so that you are frowning, your eyes squinted, lips pursed, tongue pressing the roof of the mouth. Hunch your shoulders. Arch your back. Hold. Relax. Feel how good the relaxation is. Think about how the tension feels.

4. Take a deep breath into the chest. Hold. Relax. Take another deep breath, pressing out the stomach. Hold. Relax. Feel how good the relaxation is. Think about how the tension feels.

5. Curl your feet and toes back toward your face, tightening shins. Hold. Relax. Point your toes and tighten your calves, thighs and buttocks. Hold. Think about how the tension feels. Relax. Feel how good the relaxation is.

# Activity: Parent Page #13

**Learning Objective**

To strengthen parenting skills

**Materials Needed**

- 2 copies for each parent of Parent Page #13 found at the end of this session
- Optional: *Amigo Means Friend* by Louise Everett

**Suggested Procedure**

1. Parents may place one copy of the Parent Page in their Family Album. The other copy is used during the session and then may be taken home.

PARENT PAGE
Number 13

2. Optional: Invite parents to look at a copy of the book used in the children's group in this session.

3. Review and briefly discuss activities described in the section, "In the Children's Class Today." The children's group begins a new thematic topic in this session. It is "Friends Can Be Alike and Different." This theme focuses on appreciation and acceptance of diversity.

4. Review and discuss the section on "FRIENDSHIPS ARE...:" The items in this section provide opportunities to discuss with parents:

   a. the family's response to relationships between family members and people outside the family. To what extent does each family feel the need to protect itself (or its "secrets") from others?
   b. each child's need to develop two aspects of being a person: 1) a healthy sense of self, and 2) the ability to relate to and consider others.

5. Review and discuss the section on "PARENTS HAVE..." The items in these sections may provide opportunities to discuss with parents:

   a. appropriate boundaries, limits for children and personal safety;
   b. acceptable means of handling both positive and negative feelings with others;
   c. respect for self and others.

## Activity: Parent Page #13

**Suggested Procedure (continued)**

In the time allotted, it will not be possible to discuss all of these issues. Focus on issues that you think most important to the parents in the group.

5. Homework: Review the homework assignment given in the "AT HOME" section of the Parent Page. In Session 14, the parent group will begin the topic of "Stress and Parenting." The homework is related to the new topic.

## Activity: Community Resource Presentation

**Learning Objective**

To strengthen parenting skills through awareness of resources in the community

**Materials Needed**

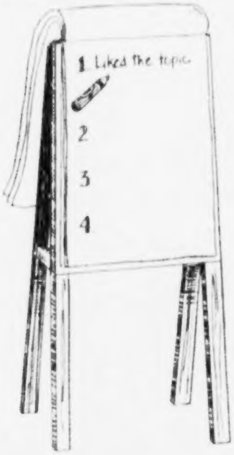
- To be determined by the presenter and group leader
- Copies of any handouts for each participant
- Easel pad (for use at closing to record feedback)
- Broad-tip marker

**Suggested Procedure**

1. Introduce the presenter to the group, or arrange to have a member introduce the presenter. If a group member recommended the presenter to the group, invite that parent to lead the introduction.
2. Ask group members to introduce themselves to the presenter.
3. Assist the presenter, as needed.
4. Follow-up on the presentation with feedback from parents during "Closing" in this session. Use the process questions provided below or create your own.
5. Record feedback and comments from parents on the easel pad.

**Suggested Process Questions**

1. What did you like most about this presentation?
2. Did you find out anything you did not know?
3. How will this presentation be useful in your family life?
4. Did the presenter answer the questions you had? Which ones were answered? Not answered?
5. Did you disagree with any ideas or information offered?
6. How did the presenter show (or not show) understanding of your family? Respect for your culture?
7. How did you feel about the presentation? Were you uncomfortable at any time? What was going on then?



**Extension of the Activity**

1. Ask for a volunteer(s) to write a thank you letter to the presenter. Ask the group to review the letter. Make any changes agreed on by the group. Provide a copy to members.

# PARENT PAGE

Number 13

# PASOS ADELANTE

## *PARENT PAGE*

In The Children's Class Today:

- "Me" Dolls and "Friend" Dolls - children can make cardboard dolls for play.

- Read a story aloud - *Amigo Means Friend* by Louise Everett - a story about two children from different cultures who learn from each other and enjoy their friendship.
- Relaxation: Children learn the Tense and Relax Exercise, like the one parents have learned.

FRIENDSHIPS are important for preschoolers. Friendships help preschoolers learn to:

✓develop relationships with people outside the family;

✓get along with other children in the "give and take" of play;

✓accept themselves and other people as worthwhile.

PARENTS HAVE A ROLE in their preschoolers' friendships. Parents can:

✓protect their children from unsafe friendships or situations;

✓teach children to express their ideas and feelings without hurting others;

✓model respect for oneself and others.

**AT HOME:**

Think of three times when you experience a lot of stress.

*What causes you stress?*

☞

☞

☞

# Session 14 Parenting in Recovery: Stress Assessment

| | |
|---|---|
| **Relaxation**<br>(5 minutes) | 1. Relaxation Exercise: Breathing (See Session 5, Page 69.) |
| **Welcome Back**<br>(5 minutes) | 1. Welcome / Bienvenidos<br>2. Invite questions or comments on the last session. |
| **Overview of Today's Sessions**<br>(15 minutes) | 1. Children's Group: Parent Page #14 (See Session 14, Pages 181-182.)<br>2. Parent Group: Agenda for the Day (See Session 1, Page 5.) |
| **Parent Education**<br>(65 minutes) | 1. Questions for the Community Resource Presentation in Session 17 (See Session 14, Page 183.)<br>2. What Does Recovery Mean to Us? (See Session 14, Pages 184-185.)<br>3. Self-Assessment for Stress (See Session 14, Pages 187-189.) OR Stress Assessment Group Exercise (See Session 14, Pages 192-200.) |
| **Break**<br>(10 minutes) | |
| **Parent/Child Activity**<br>(25 minutes) | 1. Decorate the Friendship Tree (See Session 14, Pages 201-203.) |
| **Processing**<br>(15 minutes) | 1. What Was the Parent/Child Activity Like for You? (See Session 14, Page 204.) |
| **Closing**<br>(10 minutes) | 1. Review homework assignment (See Session 14, Parent Page #14.)<br>2. Preview the next session<br>3. Parents and children reunite |

## Activity: Parent Page #14

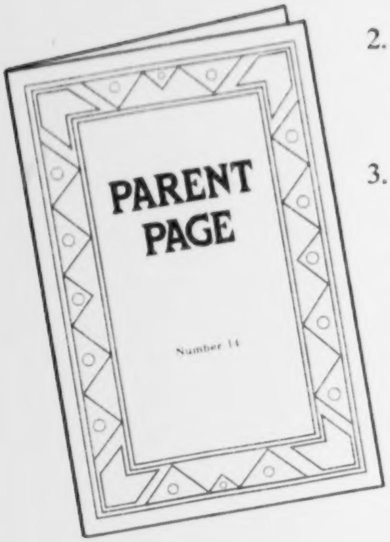
**Learning Objective**

To strengthen parenting skills

**Materials Needed**

- 2 copies for each parent of Parent Page #14 found at the end of this session
- Optional: *We Are All Alike..We Are All Different.* Written and illustrated by Cheltenham Elementary School Kindergartners.

**Suggested Procedure**



1. Parents may place one copy of the Parent Page in their Family Album. The other copy is used during the session and then may be taken home.

2. Optional: Invite parents to look at a copy of the book used in the children's group in this session. The theme of "*Friends Can Be Alike and Different*" continues in Sessions 14-16.

3. Point out activities "In the Children's Class Today". Review briefly the information on safe friendship boundaries and point out that parents have an opportunity to discuss this during home visit. The following children's books on personal safety may be useful for parents or to use during a home visit.

| | |
|---|---|
| Chlad, Dorothy | *Strangers/Los Desconocidos.* Chicago, Children's Press, 1982. |
| | *Poisons Make You Sick/Los Venemos te Hacen Duno.* Chicago, Children's Press, 1984. |
| Freeman, Lori | *It's My Body/Mi Cuerpo Es Mio.* Tr. by Lois Dunn. Seattle, WA., Parenting Press, Inc., 1982. |
| Sanders, Pete | *At Home.* (Safety Guide Series). N.Y., Gloucester Press, 1989. |
| Seuling, Barbara | *Stay Safe/Play Safe.* A Book About Safety Rules. Racine, WI., Western Publishing Co., Golden Books, 1985. |

Peter Alsop's songs "Stranger" and "My Body" (from the cassette tape *Wha'D'Ya Wanna Do?*) are also useful materials. This topic may also provide an opportunity for you to explore household

## Activity: Parent Page #14

**Suggested Procedure (continued)**

and interpersonal safety concerns for children in each family during a home visit. (See Home Visit #7, Appendix D, Page 332.

4. Review the points listed under Parent/Child Activities Review.

5. Homework: The homework assignment in the "AT HOME" section will be discussed during the stress assessment activity. (See Session 14, Page 188, Suggested Procedure #8, or Page 193, Suggested Procedure #7.)

# Activity: Questions for Community Resource Presentation

**Learning Objectives**

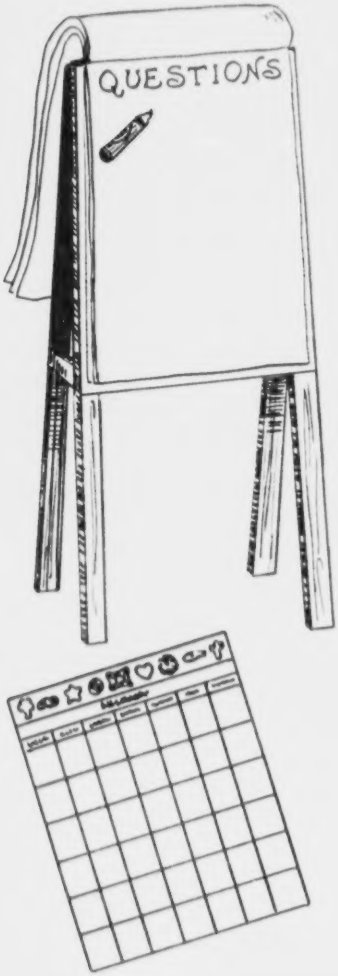
To increase family management skills through planning and preparation for a presenter

To increase parenting skills through awareness of community resources

**Materials Needed**

- Easel pad
- Broad-tip marker
- Planning calendars prepared by each parent (See Session 3, Pages 45-46.) For a blank copy, see Appendix A, Page 317.)

**Suggested Procedure**



1. Review with the parent group what has been planned for the third community resource presentation in Session 17. Refer to the calendar developed in Sessions 3 and 4. A copy has been posted in the parent group room.

2. Ask parents to think about the questions they have on the topic to be presented in Session 17. Examples may be found in Session 6, Page 86.

3. Ask for a parent volunteer to record on the easel pad the questions raised by parent group members. Each parent's questions may be identified with her/his initials if desired. Labelling with initials helps participants to identify their own questions at a later time.

4. Use a go-round technique or ask for volunteers to share their questions with the group.

5. Following the session, transcribe the questions onto a sheet of paper. Make a copy for each parent.

6. A copy of the questions may be forwarded to the presenter to assist that person in planning the presentation.

7. The group leader may also wish to share his or her perception of the group's needs with the presenter.

8. Questions may be reviewed by the group prior to Session 17.

## Activity: What Does Recovery Mean to Us?

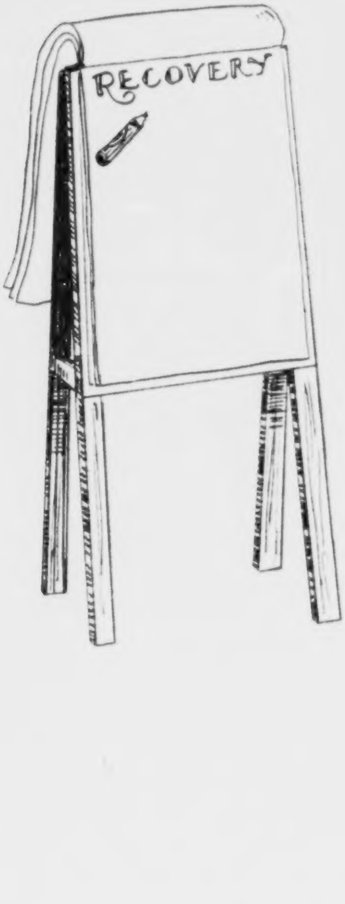
**Learning Objective**

To strengthen parenting skills through increased awareness of current recovery issues

**Materials Needed**

- Easel pad
- Broad-tip marker
- Family Interactions pictures (See Session 11, Pages 144-145.)
- One copy for each participant of the handout (See Session 14, Page 186.)
- Pencils or pens

**Suggested Procedure**



In Session 14:

1. Introduce this activity to parents with the following information. Use the Family Interactions pictures to illustrate.

   All families, even those that seem most successful, struggle with problems and stress. All parents worry about their children at times. Each family has to work to keep itself balanced and stable.

   In families with alcohol, tobacco, or other drug abuse problems, everyone is affected by the abuse. Remember how the family balance is upset by ATOD abuse. Remember how members of the family respond by trying to help the family maintain a sense of balance and stability. (Use "Family Interactions" pictures.)

   When the substance abuse stops, the family and individuals in the family begin the process called "recovery." Getting into treatment is the beginning of the recovery process. Everyone in the family is affected by recovery, but it is not the same for each person. Just as family members try to maintain family stability when there is ATOD abuse, family members also respond to the changes in family interactions during recovery.

   *Example:*

   *Tanisha began treatment for heroin and alcohol abuse six weeks ago. She is struggling with cravings and a sense of emptiness. Her stepmother is still actively using and Tanisha tries not to spend time at her stepmother's house because of the temptation to use again. Tanisha's partner, George, has supported her in getting treatment. However, he is discouraged because Tanisha spends a lot of time exercising, attending a support group and playing with*

## Activity: What Does Recovery Mean to Us?

**Suggested Procedure (continued)**

*their 2-year-old child. George had hoped that getting Tanisha into treatment would mean they could spend more "family time" together. Since she is caring for the 2-year-old, he doesn't know what to do with himself. Neither Tanisha nor their child seem to need him right now.*

Recovery is often an "up and down" process. It is something like the process of learning to walk. When a child learns to walk, s/he does not suddenly just get up and walk perfectly without falling down. A child learns to walk when s/he is ready. Learning to walk involves pulling up to stand, getting muscles strong enough to hold weight, practicing balance, falling down, and sometimes getting hurt. It takes time and effort and it happens slowly. Recovery has ups and downs, rough times and smooth times, struggle, "hurt" and "falling down" in relapse.

2. Use a "go-round" technique to have each participant share what recovery means to her/him. Use the handouts to help parents focus on the topic. Invite parents to add their own experiences to the blank spaces on the handout.

3. Write parents responses on the easel pad. Use initials to label each person's response.

4. After the session, write or type the responses on an 8-1/2" x 11" piece of paper. Make copies for all participants. These will be used in Session 16.

In Session 16:

5. Review parents' responses to the question "What Does Recovery Mean to Us?" with the group. Invite group members' questions and requests to clarify statements, etc.

6. Incorporate any additions or changes into the list of responses.

7. Re-write or retype the list following the session. Provide a copy for each parent in Session 17.

8. In Sessions 17-22, the activity "Where Are You In Your Recovery Today" is used to follow-up on this activity. (See Session 17, Page 241.)

## Handout: What Does Recovery Mean to Us?

# Recovery Means Different Things To Each Person and Each Family

As a substance user in recovery, you may

- feel cravings
- worry about your own relapse
- feel anger or a sense of loss that you have given up using alcohol, tobacco or other drugs.
- learn new coping skills

In recovery, I

-
-
-

As a family member in recovery, you may

- struggle with your own anger and hurt
- feel you are not doing enough for family members
- feel confused when other family members change the way they behave
- feel a loss of control or power, of being needed by others in the family

In recovery, I

-
-

# Activity: Self-Assessment for Stress

**Learning Objective**

To strengthen parenting skills through increased awareness of stress

**Materials Needed**

- A copy of the Self-Assessment for Stress for each participant, plus a few extra
- Pencils
- 3-4 calculators for adding scores
- Easel pad
- Broad-tip marker

**Suggested Procedure**

1. Write the word "stress" at the top of a sheet of easel paper. Point out that stress is something everyone experiences, including children.

2. Invite each member of the group to state a word or phrase which describes their experience of stress.

   *Examples:*

   *Everything happens at once.*
   *Wound up, tense.*

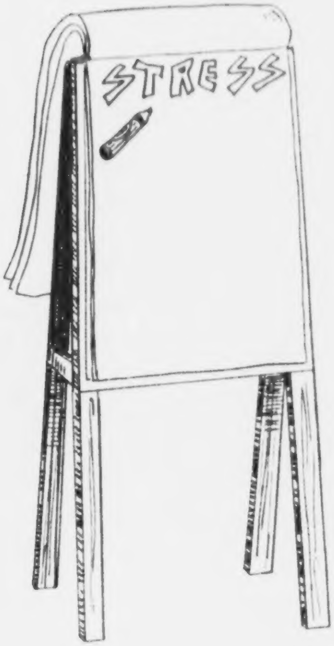
3. Discuss group member's descriptions of stress and weave into the discussion information on stress. (See Session 14, Pages 190-191, Information on Stress for the Group Leader.)

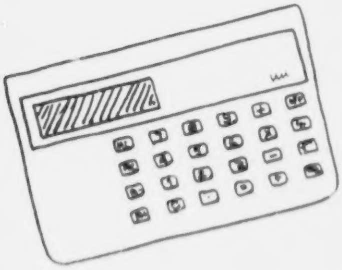
4. Introduce the Self-Assessment for Stress as a way for participants to find out how much stress they are dealing with at the current time.

5. Hand out a pencil and a copy of the Self-Assessment for Stress to each participant. Invite a member of the group to read the instructions. Clarify instructions, as needed.

6. Allow participants to fill out the assessment form. Encourage each person to score his/her own form or to score it with a partner. Review the scoring instructions and provide individual help, as needed.

7. Invite participants to share the results and one of the stressful events they have experienced.





## Activity: Self-Assessment for Stress

**Suggested Procedure (continued)**

8. Homework: Review the homework assignment given in the "AT HOME" section of Parent Page #14. The assignment asks parents to list three ways they cope with stress and some of the ways their children may show signs of stress; e.g., crying, acting out, etc.)

# Self-Assessment for Stress

Put a check in the blank next to each event that has happened to you in the last 12 months:

(__) A big change in your finances (38)

(__) A big change in number of arguments with spouse or partner (35)

(__) Sexual problems (35)

(__) Trouble with in-laws (29)

(__) A big change in personal habits (24)

(__) Problems at work (23)

(__) A big change in recreational activities (19)

(__) A big change in church activities (19)

(__) A big change in social activities (19)

(__) A big change in sleeping habits (16)

(__) A big change in number of family gatherings (15)

(__) A big change in eating habits (15)

In the blank next to each event mark the number of times it has happened to you in the last two years:

(__) Death of a partner or spouse (100)

(__) Separation from partner or spouse (65)

(__) Divorce (73)

(__) Death of a close family member (63)

(__) Violence in your close family (63)

(__) Jail or prison term (63)

(__) Your illness, relapse, injury (53)

(__) Lost a job (47)

(__) Arrest (45)

(__) Getting back together with spouse or partner (45)

(__) Illness in your family (44)

(__) Pregnancy (40)

(__) Add a new member to the family (39)

(__) Death of a close friend (37)

(__) Change to a different kind of work (36)

(__) Large debt (31)

(__) Loose your housing (30)

(__) Share housing with other members of the family (30)

(__) Child leaves home to live elsewhere (29)

(__) A big change in job responsibilities (29)

(__) Outstanding personal achievement (28)

(__) Spouse or partner begins or stops work (26)

(__) You start or finish school (26)

(__) Change in living conditions (25)

(__) Change in work hours, conditions (20)

(__) Moving (20)

(__) Change in schools (20)

(__) Vacation (13)

When you are finished, write down the numbers given in parenthesis after each item you have checked. For those items which happened more than once, multiply the number in parenthesis by the number of times the event occurred.

*Example: (2) A big change in eating habits (15)*
*2 x 15 = 30*

Use a calculator to add up the numbers.

Everyone experiences stress in their lives. The higher your total score, the greater the stress you have experienced. A total of 200 or higher shows that you have experienced very high stress in the last 12-24 months.

# Information on Stress for the Group Leader

**Information for the Leader**

Everyone experiences **stress**. It is part of daily living and cannot be avoided. A person experiences stress when s/he must respond or **adapt to change**. **Changes may be positive or negative**, but they require a person to adjust.

*Example:*

*Simone's son has an earache. She rides the bus to take her son to the clinic for a doctor's appointment. Yesterday, the bus was very late. Simone had to carry her 2-year-old son and run from the bus stop to the clinic. She did not want to miss the appointment.*

Stress has an impact on the human body. The body's response is sometimes called the **"fight or flight response."** When threatened or facing stress, the body reacts to supply extra energy to deal with the situation. Some of the bodily changes prompted by stress are increases in blood pressure and heart rate, increased blood supply to large muscles, dilated pupils to sharpen eyesight, etc. Under stress, the body's digestive system, immune system and healing mechanisms slow down. When a person perceives that a situation is no longer dangerous or stressful, the body then shuts off the "fight or flight response."

A **stress response** may be activated by **three basic triggers**. These are the **environment, a person's body**, or **his/her perceptions and thoughts.**

Examples of Stressors in the Environment:

Noise
Changes in the weather
Violence
Overcrowded living space
Second-hand tobacco smoke

Examples of Stressors Related to a Person's Body:

Illness
Poor nutrition
Alcohol, tobacco or other drug abuse
Lack of exercise

## Information on Stress for the Group Leader

**Information for the Leader (continued)**

Examples of Stressors Related to a Person's Thoughts:

Fear of failure
Expecting perfection
Assuming the worst

The **stress response is useful when danger occurs** or when sudden bursts of energy are needed to cope with something. It alerts us to "fight" or "flee" for our own protection. However, in today's world, **it is often socially unacceptable to fight or run away when stressful situations arise.** Other ways of handling the body's reaction to stress are needed. In addition, frequent or constant stress may be unhealthy. High stress levels are known to be related to disease. The relationship between stress and aging is currently being studied.

Learning to recognize and cope with stress can help a person stay healthy. A healthy lifestyle contributes to wellness. Learning to recognize when stress is useful or productive and when it is unproductive also contributes to wellness.

*Example:* *A parent worries about whether it might rain on Friday when the children are going on a field trip. If it rains the children will be disappointed because the trip will be postponed. Stress cannot help this parent take an action. No one can change the weather. The stress this parent is experiencing is not productive.*

**Healthy coping strategies** including the ability to let go of unproductive stress are important for physical and mental well-being as well as quality and length of life.

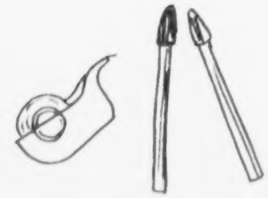
## Activity: Stress Assessment Group Exercise

**Learning Objective**

To strengthen parenting skills thorough increased awareness of stress

**Materials Needed**

- 4 copies of the "Stress-O-Meter" outline
- Fine tip markers
- Tape
- 5 copies of the stressors cards (See Session 14, Page 195.) on yellow paper
- 1 copy each of the cards on pages 196-200 on yellow paper (See Session 14, Pages 196-200)
- Sheet of butcher paper about 5' long
- Glue stick



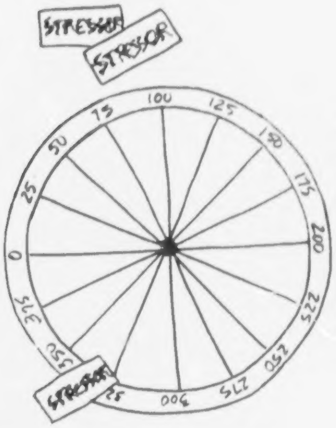
**Preparation**

1. Photocopy the stress-o-meter outline onto bright colored paper such as orange. Assemble the stress-o-meter by matching the four centers and arcs into a circle. Label the hatch marks on the circle 0, 25, 50, 75, 100, 125, etc. up to 400.

2. Tape the assembled stress-o-meter to the butcher paper.

3. Make five copies of the cards labelled "Stressors" found on Page 195. Make one copy each of the cards on pages 196-200. These name specific stressors.

4. Glue each of pages 196-200 to one of the copies of page 195. Cut out the cards along the black lines. Each card will have a back and a front.



**Suggested Procedure**

1. Distribute stressors cards to each participant by dealing out the cards or asking participants to draw 3-4 cards from a container. Blank cards may be used to add stressors not listed. (See Suggested Procedure #5 below.)

2. Ask parents to look at their cards and decide where to place them on the "stress-o-meter." Ask them to place each card according to how much stress the event or feeling causes them and why.

3. Ask members of the group if they agree with the rating. Discuss the rating. If anyone strongly disagrees, invite them to write the stressor on a blank card with their initials and place it at the rating they believe it has.

# Activity: Stress Assessment

**Suggested Procedure (continued)**

4. Weave information on stress into the discussion (See Session 14, Pages 190-191, Information on Stress for the Group Leader.)

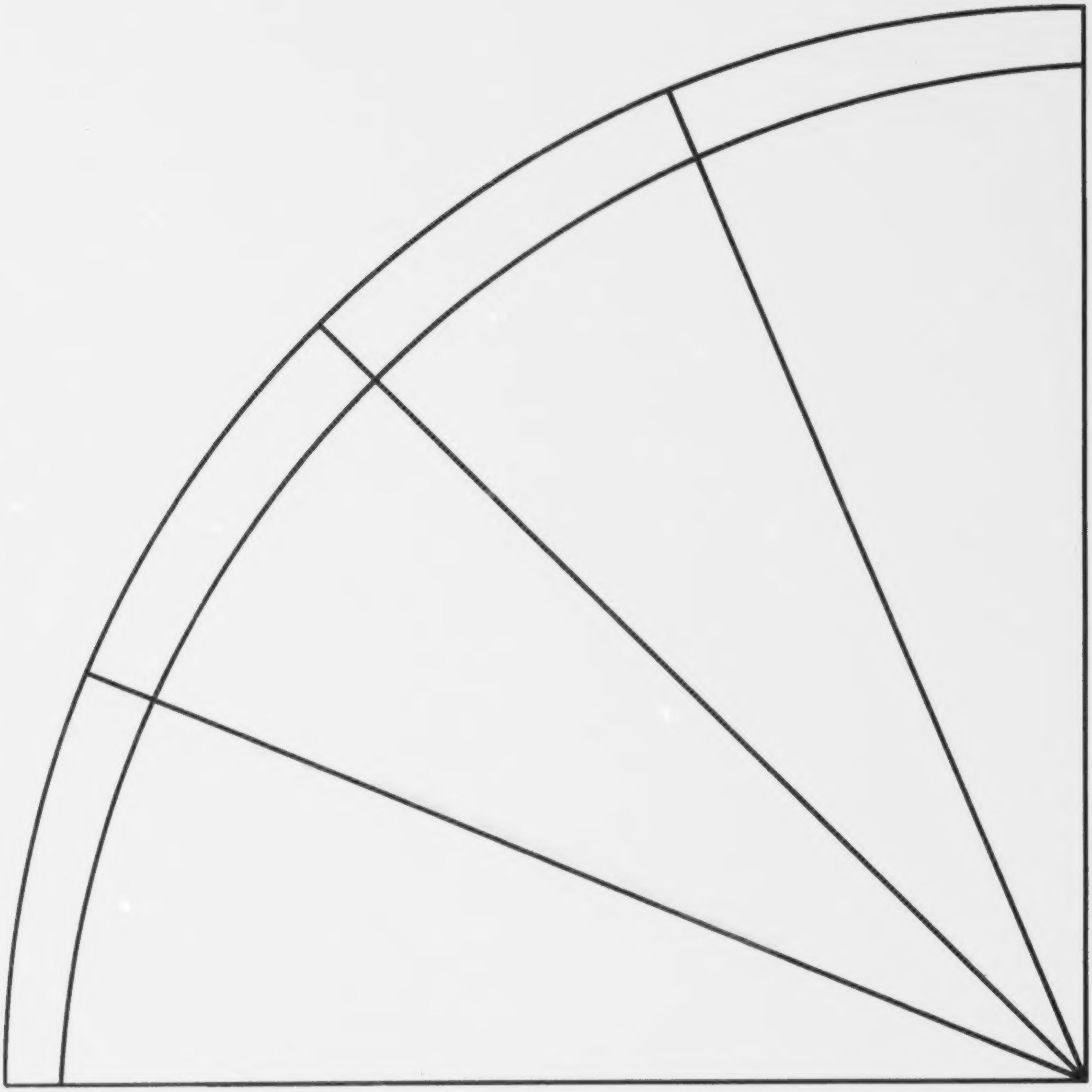
5. When the stressors cards are all posted, parents may add other stressors, if they wish. They may write them on blank cards and place them on the stress-o-meter.

6. Invite parents to identify and add up the number of stressful events they have experienced in the last six months.

7. After the session copy the stressors and ratings posted on the stress-o-meter onto an 8-1/2 x 11 piece of paper. Photocopy and hand out to each participant in the next session.

8. Homework: Review the homework assignment given in the "AT HOME" section of Parent Page #14. The assignment asks parents to list three ways they cope with stress and some of the ways their children may show signs of stress; e.g., crying, acting out, etc.

# Stress-O-Meter Pattern



## Stressors Cards

| | |
|---|---|
| STRESSOR | STRESSOR |
| STRESSOR | STRESSOR |
| STRESSOR | STRESSOR |
| STRESSOR | STRESSOR |

## Stressors Cards

| | |
|---|---|
| DEATH OF SPOUSE OR PARTNER | PROBLEMS WITH SOCIAL SERVICES |
| DIVORCE | YOUR RELAPSE |
| ARGUMENTS WITH SPOUSE OR PARTNER | VIOLENCE IN YOUR CLOSE FAMILY |
| YOUR ARREST | CHRONIC PAIN |

## Stressors Cards

| | |
|---|---|
| TROUBLE WITH IN-LAWS | ARREST OF FAMILY MEMBER |
| BIG CHANGE IN RESPONSIBILITY | SERIOUS ILLNESS OR INJURY |
| TRANSPORTATION PROBLEMS | CHRONIC ILLNESS IN THE FAMILY |
| UNSAFE LIVING SITUATION | LACK OF SUPPORT SYSTEM |

## Stressors Cards

| | |
|---|---|
| SEXUAL PROBLEMS | RELAPSE OF SPOUSE OR PARTNER |
| MONEY PROBLEMS | DEATH OF A CLOSE FRIEND |
| SEPARATION FROM SPOUSE OR PARTNER | LOOSE YOUR HOUSING |
| DEATH OF A CLOSE FAMILY MEMBER | SHARE LIVING SPACE WITH RELATIVES |

## Stressors Cards

| | |
|---|---|
| ILLNESS IN YOUR FAMILY | EXTENDED FAMILY MEMBER IN TROUBLE |
| NEW BABY | START OR FINISH SCHOOL |
| SERIOUS HEALTH PROBLEMS | MOVING |
| NEW MARRIAGE OR PARTNER | LOST A JOB |

## Stressors Cards

| | |
|---|---|
| CHILD LEAVES HOME TO LIVE ELSEWHERE | |
| CHANGE IN LIVING CONDITIONS | |
| PROBLEMS AT WORK | |
| MENTAL HEALTH PROBLEMS | |

# Parent/Child Activity: Decorate the Friendship Tree

**Learning Objective**

To strengthen parenting skills

**Materials Needed**

The following materials may be provided by either the children's group leader or the parent group leader:

- Large sheet of brown wrapping paper cut in the shape of a tree trunk and branches. Branches may be cut separately from the trunk.
- Construction paper and white drawing paper cut into shapes. Use the patterns provided or create your own (See Session 14, Pages 202-203.)
- Crayons, markers, or other decorating items such as paper or fabric scraps for gluing
- Glue

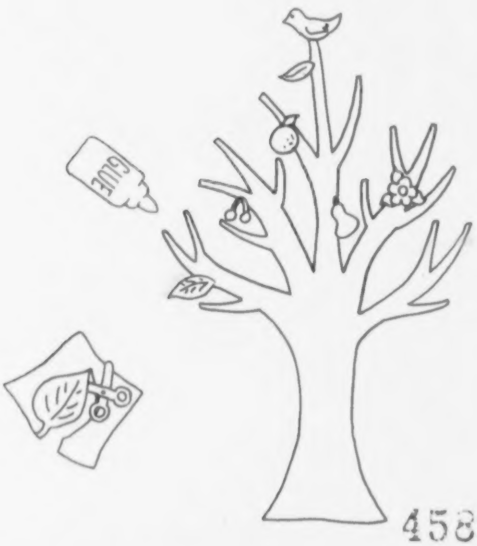
**Suggested Procedure**

1. Each child will create leaves, fruits, flowers or other symbols to be hung on the tree. Children's names may be put on these as a way of symbolizing friendships among the children in the group.

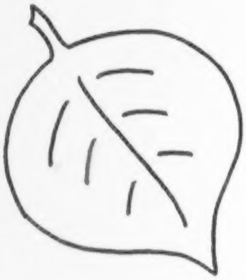
2. Hang the tree trunk and branches in the classroom. Place the leaves and flowers which the children made on the tree.

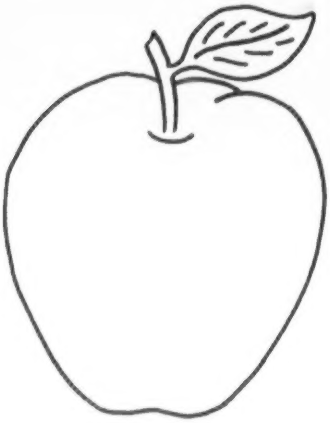
**Extension of the Activity**

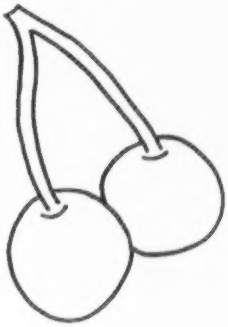
1. Allow children to create their own leaves, flowers, fruits or other symbols to put on the tree.

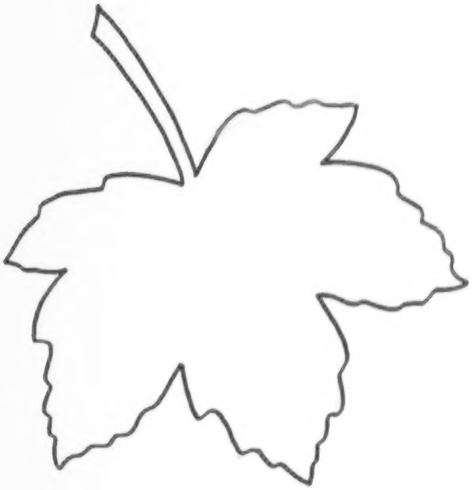


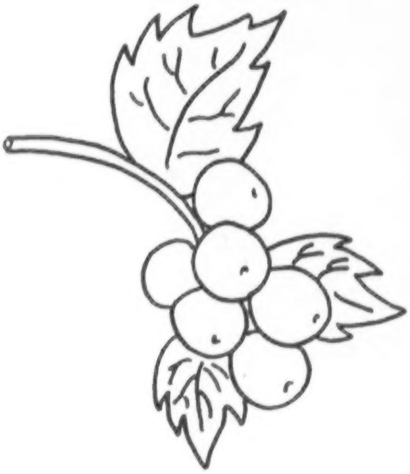
# Decorate the Friendship Tree Patterns

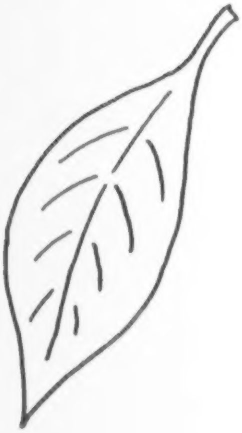


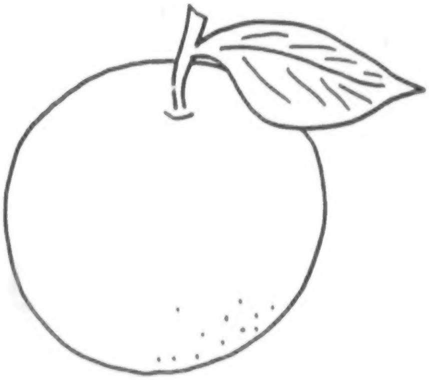


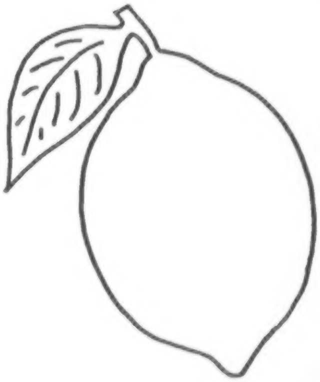




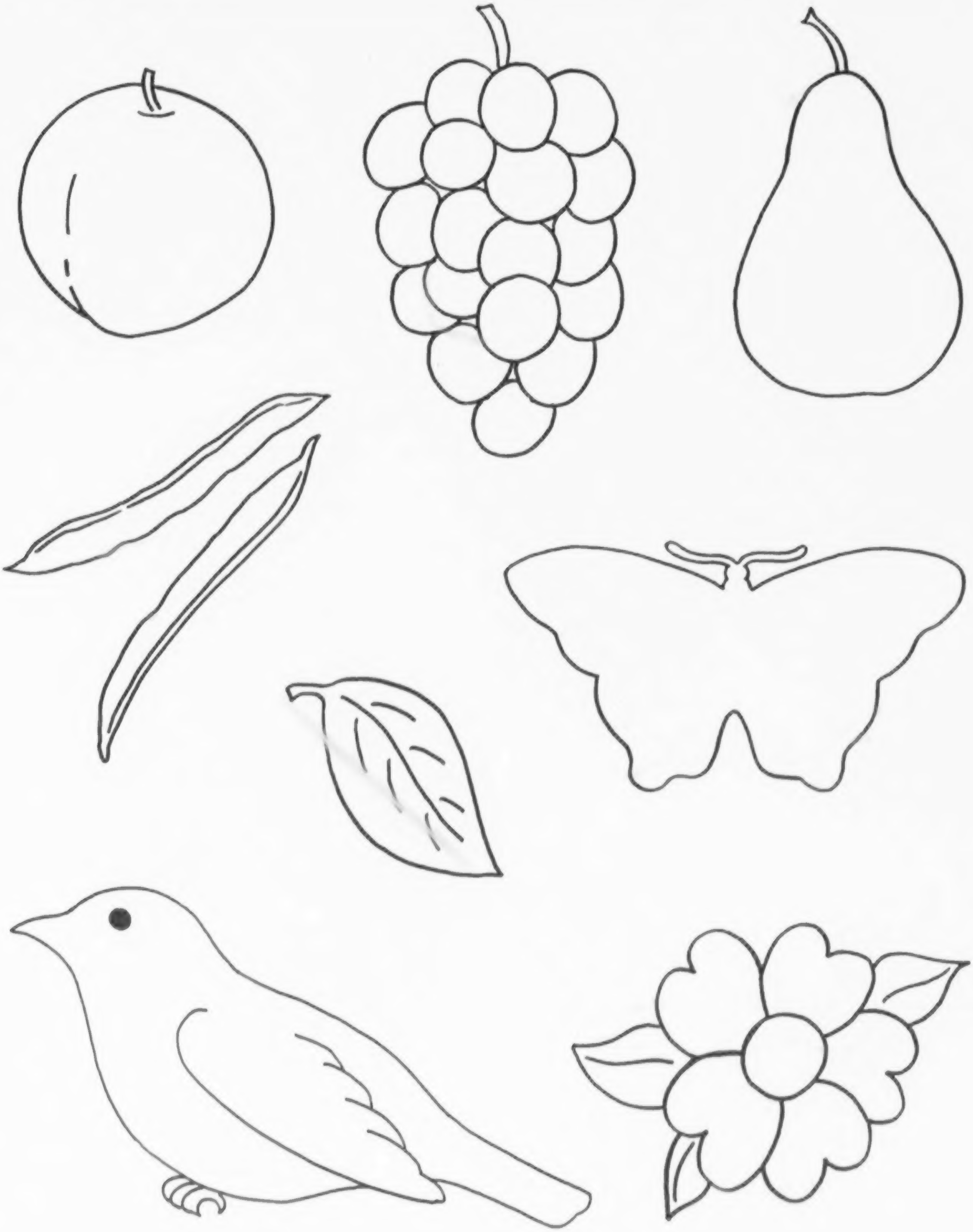








# Decorate the Friendship Tree Patterns



# Activity: What Was the Parent/Child Activity Like For You?

**Learning Objective**

To strengthen nurturing skills

**Materials Needed**

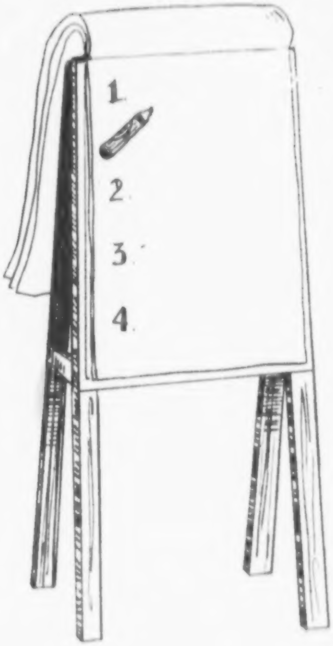
- Easel pad
- Broad-tip marker

**Suggested Procedure**

1. At the end of the Parent/Child Activity, parents return to the group room.
2. Facilitate a discussion of the activity with parents.
3. Use the process questions given below or create your own.
4. If you have selected a schedule with Parent/Child Activities at the end of the session, discussion of the activity may be done in the next session. "Welcome Back" or "Today's Session" are possible time slots.

**Suggested Process Questions**

1. What was the Parent/Child Activity like for you?
2. What did you like about it?
3. Was there anything which was hard for you or your child?
4. How did you feel during the activity?
5. Is there anything you would like to be different in the next Parent/Child Activity (in Session 16)? What could we do about that? How could we cope with that?



# PARENT PAGE

Number 14

# PASOS ADELANTE

## *PARENT PAGE*

In The Children's Class Today:

- Body Tracing Mural - each child's body outline is traced on a big sheet of paper. Each child can color or paint her/his face, hair, clothes, etc. When the mural is done, it will be hung up for everyone to see.
- Read a story aloud - *We Are All Alike..We Are All Different* - a book about how children are alike and different written by a kindergarten class.

PARENTS can help children learn safe friendship boundaries. During home visit, discuss how your child can learn:

✓safe behavior with strangers;

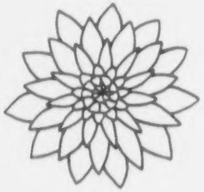
✓when to say "no";

✓how to get help when s/he needs it;

✓A space for you to list topics:

## PARENT/CHILD ACTIVITIES REVIEW

- Today's activity is Decorate the Friendship Tree
- Remember: "The focus is on the child." What does this mean to you?
- What can you do if you need help?
- We support each other during Parent/Child Activities.



AT HOME:

Make a list of three ways you cope with stress.

☺
☺
☺

Children also react to stress. What are some of the ways your child shows s/he is feeling stress?

## Session 15

# Parenting in Recovery: Coping With Stress In the Family

| | |
|---|---|
| **Relaxation**<br>10 minutes) | 1. Tense and Relax - Whole Muscle Group Technique (See Session 13, Page 173.) |
| **Welcome Back**<br>(10 minutes) | 1. Welcome / Bienvenidos<br>2. Review Questions for Community Resource Presentation in Session 17 (See Session 15, Page 209.) |
| **Overview of Today's Sessions**<br>(20 minutes) | 1. Children's Group: Parent Page #15 (See Session 15, Page 210.)<br>2. Parent Group: Agenda for the Day (See Session 1, Page 5.) |
| **Parent Education**<br>(60 minutes) | 1. What Pushes Me Over the Edge (See Session 15, Pages 211-213.)<br>2. Healthy Coping Strategies (See Session 15, Pages 214-215.)<br>3. Renew Yourself - Personal Symbols With Beads (See Session 15, Pages 216-220.) |
| **Break**<br>(10 minutes) | |
| **Parent Support**<br>(25 minutes) | 1. Parent-to-Parent Support (See Session 4, Pages 62-63.) |
| **Closing**<br>(15 minutes) | 1. Invite questions and comments from participants<br>2. Review homework assignment (See Session 15, Parent Page #15.)<br>3. Preview the next session<br>4. Parents and children reunite |

## Activity: Review Questions for Community Resource Presentation

**Learning Objective**

To strengthen communication skills

**Materials Needed**

- Copies of the questions developed and recorded in Session 14

**Suggested Procedure**

1. Review the questions developed for the Community Resource Presentation in Session 14. Invite parents to make changes or additions to their questions.
2. Thank the parent recorder and use this opportunity to discuss roles and responsibilities in the group. Reinforce the desired goal of flexible roles and shared responsibilities.
3. Discuss with the group how it would like to be perceived by the presenter. The purpose of this discussion is to raise parents' awareness of communication skills and reinforce the use of those skills. Use the suggested process questions provided below or create your own.
4. A copy of the questions may be sent to the presenter for use in planning the presentation. The group leader may also wish to share with the presenter her/his perception of the group's needs.
5. Questions may be reviewed again by the group prior to the presentation in Session 17.

**Suggested Process Questions**

1. How would you as members of the group like to handle yourselves with the presenter?
2. How can participants communicate their interest? Express their point of view?
3. Which listening skills can parents use?
4. How do the group norms apply to the Community Resource Presentation?

# Activity: Parent Page #15

**Learning Objectives**

To strengthen parenting skills
To strengthen appropriate discipline skills

**Materials Needed**

- 2 copies for each parent of Parent Page #15 found at the end of this session
- Optional: *Golden Bear* by Ruth Young

**Suggested Procedure**

Parent
Page

1. Parents may place one copy of the Parent Page in their Family Album. The other copy is used during the session and then may be taken home.

2. Optional: Invite parents to look at a copy of the book used in the children's group in this session.

3. Review the activities described "In the Children's Class Today." The theme "Friends Can Be Alike and Different" continues in Session 15.

4. Use Parent Page #15, "WHEN YOUR CHILD FEELS STRESS", to follow up on part of the homework for Session 14. (See Parent Page #14, "At Home.") The second part of the homework asks parents to describe how their children show signs of stress. Read aloud the list on Parent Page #15 or invite parents to take turns reading items from the list. Ask parents to check the signs they notice in their own children.

5. Invite volunteers to share with the group some stress signals they have noticed in their children. Additional discussion during a home visit may be needed if a child is showing continued signs of stress. In some cases, a plan to alleviate a child's stress may be worked out in cooperation with the parent during a home visit.

6. Homework: The homework assignment on the back page of Parent Page #15 may be reviewed during Parent Education before art work begins.

## Activity: What Pushes Me Over the Edge

**Learning Objective**

To strengthen appropriate discipline skills

**Materials Needed**

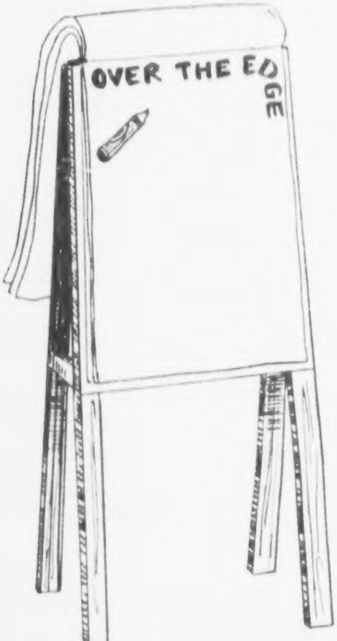
- One copy of the "Over the Edge" cards for each participant
- Scissors
- Broad and fine tip markers
- Easel pad
- Marker
- Tape

**Preparation**

1. Photocopy "Over the Edge" cards. Photocopy one page (3 cards) for each participant.
2. Make a sheet of easel paper with the following:

| What Pushes Me Over The Edge | Healthy Coping Strategies |
|---|---|
| | |

**Suggested Procedure**



1. Hand out a copy of "Over the Edge" cards to each participant. Ask each one to write one thing their child does which "Pushes Me Over the Edge" on each of the three cards and to cut the three cards into separate strips. Ask parents to put their initials on each strip.
2. Ask parents to select which is the hardest or most stressful situation for them to deal with. Rank it #1 and then rank the other two cards #2 and #3 in order of stressfulness.
3. Tape each parent's "Over the Edge" card #1 to the easel pad in the "What Pushes Me Over the Edge" column. Save #2 and #3 for use in Session 16. (See Session 16, Page 226.)
4. Using appropriate examples from parents' "Over the Edge" cards, review the highlights of stress information from Session 14. (See Session 14, Pages 190-191.)

## Activity: What Pushes Me Over the Edge

**Suggested Procedure (continued)**

a. Everyone experiences stress.
b. Stress can come from three main sources: our environment; our bodies; our perceptions, thoughts, and feelings.
c. Positive as well as negative events may be stressful.
d. Adults can learn to decrease or manage stress.
e. Sometimes stress is unproductive.

5. Point out that one of the ways parents experience stress is from feelings aroused by the behavior of their children. Such feelings as anger, guilt, shame, or anxiety about their children may increase stress levels for parents.

6. Ask parents to brainstorm words which describe stressful feelings they sometimes have regarding their children.

   *Examples:*

   *a. When my child acts out in the store, I feel _________.*
   *b. When my child doesn't listen to me, I feel _________.*
   *c. When my child cries, I feel _________.*
   *d. When my child makes a mess, I feel _________.*

7. Homework: Review the homework assignment in the "AT HOME" and "PARENT EMPOWERMENT" sections of Parent Page #15. These sections provide some techniques for parents to use to manage their own feelings. Ask parents to select one strategy they will use at home.

## Over the Edge Cards

#1

I feel stress when
my child _______
__________________
__________________

#2

I feel stress when
my child _______
__________________
__________________

#3

I feel stress when
my child _______
__________________
__________________

## Activity: Healthy Coping Strategies

**Learning Objective**

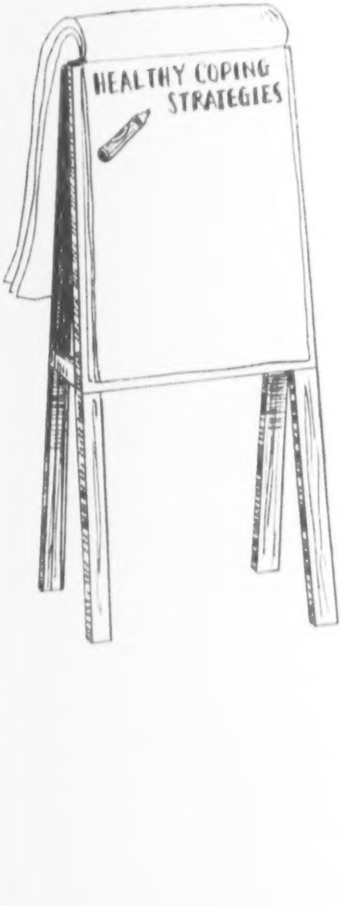
To strengthen parenting skills
To strengthen appropriate discipline skills

**Materials Needed**

- "Over the Edge" cards fastened to the easel pad (See Session 15, Page 211.)
- Easel pad
- Broad tip marker
- Copies of Parent Page #15 handed out to parents earlier in the session
- Materials from community resources

**Suggested Procedure**

1. Invite volunteers to read their own "Over the Edge" card to the group and to share their usual coping strategy with the group. Invite other participants to share additional coping strategies.



2. Record all responses during brainstorming. If any suggestions are not healthy strategies (e.g., smoke a cigarette), ask the group to review the list and label all the healthy strategies with a check mark. If there is disagreement, ask the group to discuss the issue. For example, some group members may believe that smoking and alcohol are acceptable because they are legal substances for adult use. Ask group members to clarify what is meant by "healthy strategies."

   Exploration of this topic is important. It is not as simple as it may appear on the surface.

   *Examples:*

   *Is a coping strategy healthy or unhealthy if it causes health problems after a long period of use? Examples might be a) exercise which causes damage to joints or other parts of the body; b) smoking, or c) over-eating. Is jogging a healthy coping strategy if a person jogs after dark in an unsafe neighborhood? Is venting anger by breaking something a healthy coping strategy? Why? Why not?*

3. Use the process questions below or create some of your own to prompt and focus discussion.

## Activity: Healthy Coping Strategies

**Suggested Procedure (continued)**

4. Provide materials from your community's resources and services for parents and families; e.g., respite care services, child abuse prevention services, help-on-call, etc.
5. After the session, copy or type the list of Healthy Coping Strategies onto 8-1/2" x 11" paper. Make copies for each group member and hand them out at the next session.

**Suggested Process Questions**

1. Is _____ a healthy or an unhealthy coping strategy for dealing with stress? Why?
2. Tony thinks using marijuana is a healthier coping strategy than hitting a child. What do the rest of you think? Why?
3. How do we decide if a coping strategy is healthy or unhealthy? What rules or criteria are we using?
4. What role does ATOD abuse play in the way you cope with stress? How can you meet that need with another coping strategy?
5. How do you think your child would be affected if you use this strategy (any strategy listed by the parent group) to cope with stress?

# Activity: Renew Yourself - Personal Symbols With Beads

**Learning Objective**

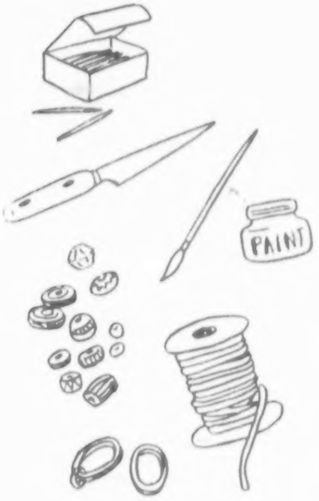
To strengthen parenting skills through awareness of personal renewal

**Materials Needed**

- Crayola modeling compound - white and 2 or 3 other colors
- Round toothpicks
- Tools for sculpting or embossing: potato masher, fork, garlic press, knife, spatula, etc.
- Copies of the instructions for making different types of beads (See Session 15, Pages 219-220.)

Additional items needed in Session 16:

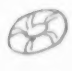
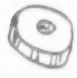
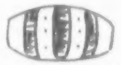
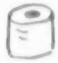
- Tempera paint in several colors
- Fine paint brushes
- Miscellaneous beads in assorted colors such as 6mm faceted beads, collage beads, pony beads, etc.
- Stringing materials such as elastic cording, leather like braided cord, tiger tail jewelry wire, nylon filament, or thread
- Small plastic margarine tubs to hold beads - one for each participant
- 1-1/4" key rings

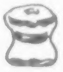


**About Beads**

Beads have been made and used in cultures around the world for thousands of years. Often beads are used as ornament or personal decoration, but they have also been used in trading, religious and cultural ceremonies, as symbols of social status and as talismans of good luck.

Beads may be made from a wide variety of materials in a multitude of shapes and sizes. Some of the earliest beads were made from seeds. Shells, wood, polished stone, clay, wood, glass, metals, semi-precious stones, ceramics and modern plastics all have been used to make beads. Some bead shapes are shown below.



Each shape may have many variants in surface design and texture. In southern Africa, beads are used in a form of communication. It is customary to weave messages into beaded articles given to loved ones, family and friends. The color and pattern of the bead work

# Activity: Renew Yourself - Personal Symbols With Beads

**About Beads (continued)**

conveys meaning. For example, white beads are used to express love. The pattern of white beads among other colors shows how much love is given. The meaning of colors and patterns varies from place to place, but "speaking" with beads is a cultural tradition.

**Suggested Procedure**

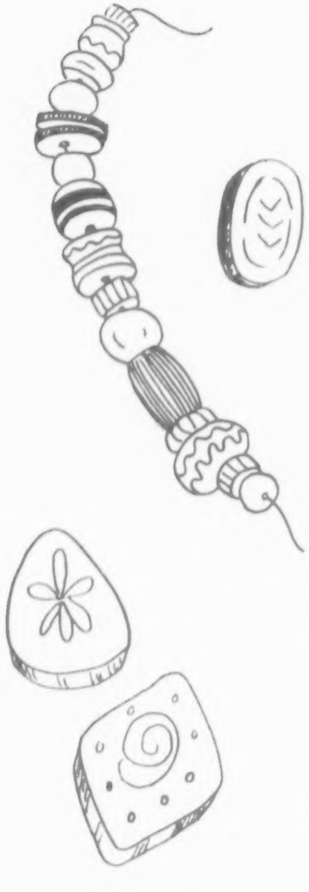
In Session 15:

1. Introduce the activity to participants. Point out that the activity has two parts which are done in this session (15) and the next session (16). During the activity, each participant will create a personal symbol of renewal.

2. In this session, group members will do the first part of the activity. Each person will create a bead or medallion which represents how s/he renews or takes care of her/himself. Ask group members to think about the following:

   - What relaxes, refreshes, restores you?
   - How do you take care of yourself?
   - What do you as a parent do to keep balance among your needs and those of your family?

   Help group members recall discussions of coping skills and to identify what renews them.



3. Introduce the instructions for different types of beads. Help the group members think about how the shape, color or pattern of a bead or medallion might represent renewal for them.

4. Invite group members to use the modeling compound and instructions to create a symbol. Allow the beads and medallions to dry, as directed.

In Session 16:

5. Group members may paint the beads and/or medallions. When dry, these may then be strung on any of the stringing materials provided. Other manufactured beads may be added to create patterns of color, shape, etc.

# Activity: Renew Yourself - Personal Symbols With Beads

**Suggested Procedure (continued)**

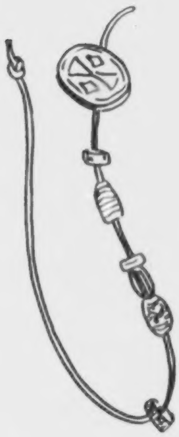
6. Some group members may develop their symbol into a necklace or a key chain which is useful as well as decorative. Others may prefer to keep the symbol as a talisman or purely decorative object.

7. To make a necklace:

    a. Cut a length of stringing material long enough to fit over the head when tied. A length of 30" is a good size. Knot one end so that beads will not slip off during stringing.

    b. Plan a simple pattern of beads to add to the ceramic bead or medallion; e.g., a pattern of alternating colored beads.

    c. String the beads in the desired pattern. Tie the ends of the cord or other stringing materials in a tight knot. If possible, slip the knot through a bead so that it is hidden. If it is too large to slide into the hole in a bead, do not force it.



8. To make a key chain:

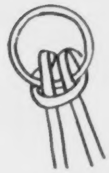
    a. Cut a length of stringing material about 10" in length. For a key chain, sturdy stringing material such as leather-like braided cord or a dress shoe lace is best.

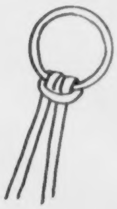
    b. Double the cord or shoe lace so that it forms a loop or U-shape at one end. Make sure the free ends are even. Thread the U-shaped end of cord through the key ring. Bring the free ends up and through the U. Pull the free ends tight to secure them on the ring.

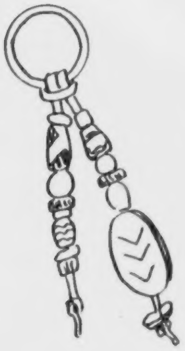
    c. Plan a pattern of beads to add to the ceramic bead or medallion.

    d. String the beads in the desired pattern.

    e. When the beaded pattern is complete, knot each end of the string so that the beads will not slip off.





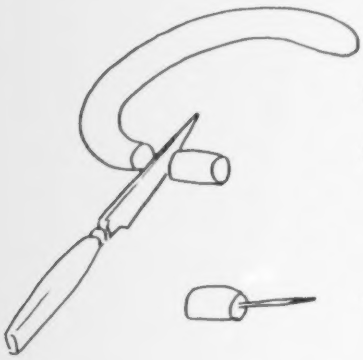


# Activity: Clay Beads and Medallions

**Instructions**

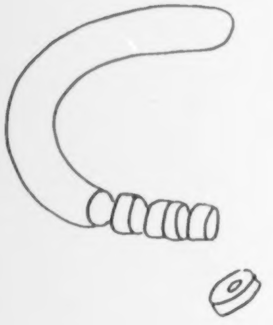
Beads may be made in many shapes. Here are a few to try.

Barrel Beads

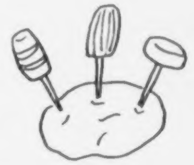


1. Roll a lump of clay into a rope. The rope may be 1/4" to about 3/4" thick.
2. Slice into individual pieces 1/2" - 1-1/4" long.
3. Use a toothpick to make a hole through the bead for stringing. Make sure the hole is wide enough for the stringing material you plan to use. Very small beads need fine cord or wire.
4. Put each bead carefully on the end of a toothpick to dry. Poke toothpicks into a lump of clay to hold the beads while they dry. Rotate the beads once or twice while they dry so that they will not stick to the toothpicks.

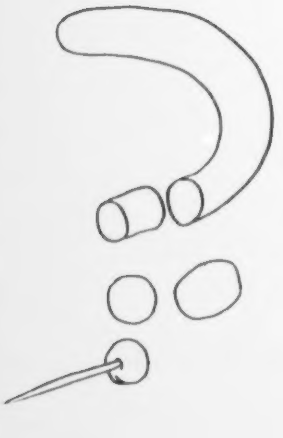
Disc Beads



1. Roll a lump of clay into a rope. The rope may be 1/4" to about 3/4" thick.
2. Slice 1/4" - 3/8" pieces from the rope.
3. Use a toothpick to make a hole through the bead for stringing. It will look like this on the string. If you make a hole through the bead this way, the bead will look like this on the string.
4. Put each bead carefully on the end of a toothpick to dry. Poke toothpicks into a lump of clay to hold the beads while they dry. Rotate the beads once or twice while they dry so that they will not stick to the toothpicks.



Round or Oval Beads



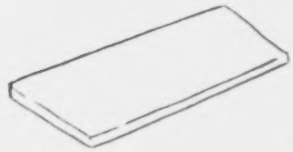
1. Roll a lump of clay into a rope. The rope may be 1/4" to about 3/4" thick.
2. Slice into individual pieces.
3. Carefully roll as many pieces of clay as you wish into round or egg-shaped beads.
4. Use a toothpick to make a hole through each bead for stringing. Make sure the hole is wide enough

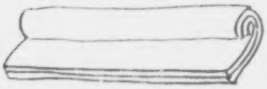
# Activity: Clay Beads and Medallions

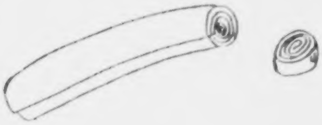
**Instructions (continued)**

for the stringing material you plan to use. Very small beads need fine cord or wire.

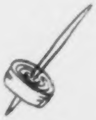
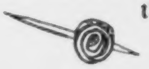
5. Put each bead carefully on the end of a toothpick to dry. Poke toothpicks into a lump of clay to hold the beads while they dry. Rotate the beads once or twice while they dry so that they will not stick to the toothpicks.

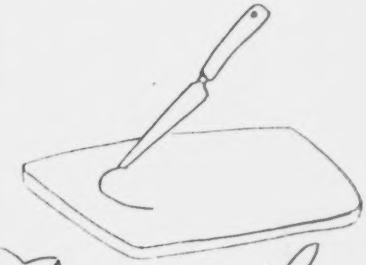






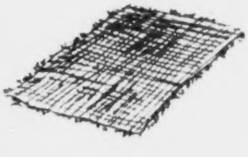
Swirl Beads

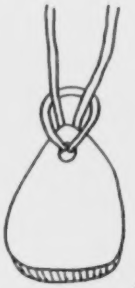
1. Roll one sheet of colored clay into a flat rectangle about 5" x 2-1/2".
2. Roll another rectangle in a different color. Trim the edge if needed and place on top of the first.
3. Roll the two layers up together tightly like a jelly roll.
4. Slice into 1/4" - 3/8" pieces.
5. Use a toothpick to make a hole like this  or like this  through the bead for stringing.
6. Put each bead carefully on the end of a toothpick to dry. Poke toothpicks into a lump of clay to hold the beads while they dry. Rotate the beads once or twice while they dry so that they will not stick to the toothpicks.

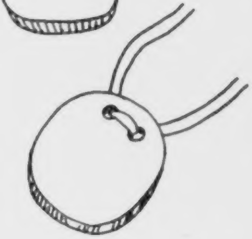


Textured Medallions

1. Roll a lump of clay so that it is flat and about 3/8" - 1/2" thick. Cut a shape with a cookie cutter or knife.
2. To texture the surface, press a potato masher, garlic press, apple corer, fork, a piece of screening, etc. into the top of the clay shape. Press enough to leave a print mark but not so hard that the clay squeezes out of shape.
3. Use a knife or spatula to loosen the shape if it sticks to the work surface.
4. Use a toothpick to make one or two holes in the medallion for stringing. Dry on a wire cookie sheet or on the end of a toothpick.







## *PARENT EMPOWERMENT*

*When I have strong feelings I can cope with my stress*

1) *I can stop, look and listen to myself before I take action.*

2) *I can do deep breathing to help myself relax.*

3) *I can talk to myself:*

> *"I'm okay. I can be calm."*
> *"I'm capable. I can handle this."*
> *"I care about my children."*
> *"I can be in control of myself."*

4) *I can take a time out for myself:*

> *I can go in the bathroom and shut the door.*
> *I can go out on the porch.*

5) *I can call someone if I need help to stay in control of my actions.*

6) *I can* ____________________________________.

*When I lose track of my feelings, I can cope with my stress*

1) *I can stop, look and listen to my body.*

2) *I can do deep breathing to help myself relax.*

3) *I can talk to myself*

> *"I'm okay."*
> *"I'm allowed to have feelings."*
> *"When I'm ready, I will know how I feel about this."*

4) *I can set aside time for myself.*

5) *I can call someone if my feelings are upsetting to me.*

6) *I can* ____________________________________.

---

# Parent Page

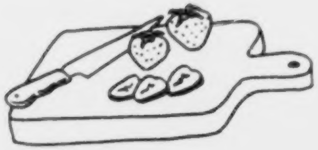
**Number 15**

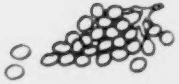
# PASOS ADELANTE

## *PARENT PAGE*

In The Children's Class Today:

- Cooking - Make a "Friendship Snack." Each child has a chance to contribute and cooperate so that everyone can enjoy the snack.
- Read a story aloud - *Golden Bear* by Ruth Young. Toy animals and pets can be a child's friend.
- "The Puppy Song" - a musical game in which children take turns being the puppy. Walking, hopping, skipping to music help muscle development. Movement to music can also reduce stress.





*WHEN YOUR CHILD FEELS STRESS, it probably shows in her/his behavior. Changes in your child's behavior may be a sign of stress. Check those signs you see in your child when s/he is stressed:*

( ) *My child's voice is much higher and louder than usual.*

( ) *My child talks much faster and much more than usual.*

( ) *My child is much quieter than usual.*

( ) *My child cries much more easily than usual.*

( ) *My child acts out or gets angry much more easily than usual.*

( ) *My child loses interest in things s/he usually likes.*

( ) *My child is much more excitable and active than usual.*

( ) *My child is much less active than usual.*

AT HOME:

Parenting is a hard job with long hours. When you feel stress, try one of the Parent Empowerment actions on the back page to help yourself stay in control. Which one do you think you want to use?

Write in this space to help yourself remember it!

________________________________________

________________________________________

# Session 16 Parenting in Recovery: Guiding Children's Behavior

| | |
|---|---|
| **Relaxation** (5 minutes) | 1. Wash Away Stress (See Session 1, Pages 12-13.) |
| **Welcome Back** (10 minutes) | 1. Welcome / Bienvenidos<br>2. Invite questions or comments on the last session.<br>3. What Does Recovery Mean to Us? (See Session 14, Pages 184-185.) |
| **Overview of Today's Sessions** (15 minutes) | 1. Children's Group: Parent Page #16 (See Session 16, Page 225.)<br>2. Parent Group: Agenda for the Day (See Session 1, Page 5.) |
| **Parent Education** (60 minutes) | 1. Setting Limits for Your Child (See Session 16, Pages 226-229.)<br>2. Renew Yourself - Personal Symbols With Beads (See Session 15, Pages 216-220.) |
| **Break** (10 minutes) | |
| **Parent/Child Activity** (25 minutes) | 1. Butterfly Kites (See Session 16, Pages 230-231.) OR Community Visitor: Friends (See Session 16, Page 232.) |
| **Processing** (15 minutes) | 1. What Was the Parent/Child Activity Like For You? (See Session 16, Page 233.) |
| **Closing** (10 minutes) | 1. Review homework assignment (See Session 16, Parent Page #16.)<br>2. Preview the next session<br>3. Parents and children reunite |

# Activity: Parent Page #16

**Learning Objective**

To strengthen parenting skills

**Materials Needed**

- 2 copies for each parent of Parent Page #16 found at the end of this session
- Optional: A copy of the flannel board story and patterns for "Tama the Friendly Cat - A Japanese Folktale" (Preschool Curriculum, Volume I, Session 16.)

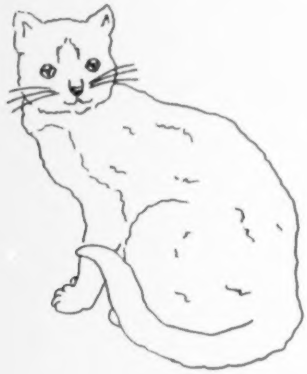
**Preparation**

1. Before photocopying, select a Parent/Child activity and write the activity title in the blank in "PARENT/CHILD ACTIVITIES REVIEW" on Parent Page #16.

**Suggested Procedure**

1. Parents may place one copy of the Parent Page in their Family Album. The other copy is used during the session and then may be taken home.
2. Review and briefly discuss the activities "In the Children's Class Today." The theme of "Friends Can Be Alike and Different" continues in Session 16.
3. Optional: Post a copy of the flannel board story in the parent group room. Invite parents to look at the story and patterns.
4. Discuss briefly each item under PARENT/CHILD ACTIVITIES REVIEW. Ask for a volunteer from the group to read each item aloud. Invite parents to volunteer responses to the questions.
5. Follow up on the homework from Session 15 by completing the "PARENT EMPOWERMENT" section. Ask for volunteers to share with the group which actions they have used. How did it work? Ask the group for other suggestions. Use the blank lines to write in ideas from group members.
6. Homework: The homework assignment on the back page of Parent Page #16 may be reviewed during the "Limit Setting" activity in this session.

Parent Page
Number 16



## Activity: Setting Limits for Your Child

**Learning Objective**

To strengthen appropriate discipline skills

**Materials Needed**

- "Healthy Coping Strategies" list
- "Over the Edge" cards created by each parent
- A copy for each parent of the hand outs "Workable Roles/Limits" and "Setting Limits..."
- Easel pad
- Marker

**Preparation**

1. Write each of the following questions at the top of a sheet of easel paper:

    - Why do you think behavior limits/rules are needed for children?
    - How do you make a rule "workable" for you and your child?

**Suggested Procedure**

1. Briefly summarize parent responses to "Over the Edge" cards #1 and review the list of healthy coping strategies developed in Session 16.

2. Use a go-round technique to obtain parent responses to the questions posted on the easel pad. Record parent responses. Group parent responses to the first question in two categories as you record them.

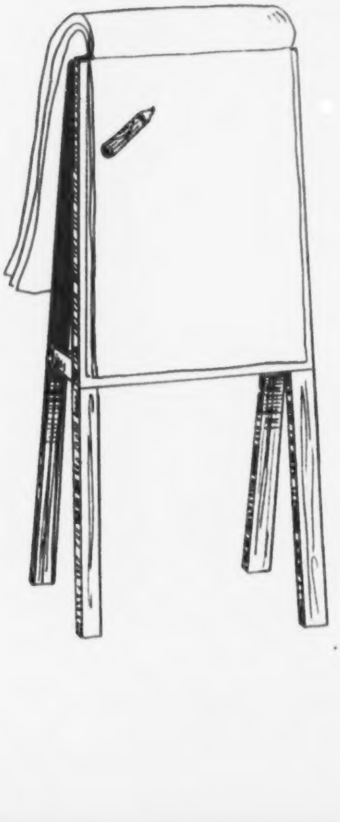
    a. To make sure that people and things are safe, respected.
    b. To help children learn how they are expected to behave in the world.

    Group parent responses to the second question in three categories as you record them.

    a. The rule is appropriate for the child's age, ability to handle situations.
    b. The rule is stated so that the expected behavior is clear to both parents and children.
    c. The rule is applied regularly in the same situation.

    *Example:*

    *This example uses a group rule concerning attendance.*



## Activity: Setting Limits for Your Child

**Suggested Procedure (continued)**

- *A workable rule about attendance:*
    - *Parents and children attend together.*
    - *They attend all the sessions.*
    - *Absences are excused for sickness or family emergencies such as a family member in the hospital.*
- *A rule which is not workable:*
    - *Make sure you have good attendance.*

3. Hand out "Workable Rules/Limits." Discuss the hand out as a group what makes a rule "workable". Refer to the question about workable rules and parents' answers posted on the easel pad. Develop examples and write them in the spaces provided on the hand out.

4. Invite parents to select one of their "Over the Edge" cards. Ask parents to complete the "Setting Limits" hand out using one of their "Over the Edge" cards. Use the "Workable Rules..." hand out as a guide to the limit which is set in step #3 of "Setting Limits."

5. Note: This may also be done as a whole group. Invite volunteers to contribute one of the situations from their pictures. Ask the volunteer to describe or read it to the group. As a group, problem solve responses to #'s 1, 2, and 3 on the "Setting Limits" handout.

   The activity continues in Session 18. (See Session 18, Page 252.)

# Handout: Workable Rules/Limits

## Workable Rules/Limits for Your Children Are

1. Needed for the safety of your child, other people or things.

   Example:

2. Needed to help children learn how they are expected to behave in the world.

   Example:

3. Appropriate for your child's age and ability to handle situations.

   Example:

4. Stated so that you and your child know what behavior is expected.

   Example:

5. Able to be applied and enforced in the situation.

   Example:

## Handout: Setting Limits

Use a situation from one of your "Over the Edge" Cards to do this handout

1. The problem behavior is______________________________

______________________________________________

______________________________________________

2. What I would like is_________________________________

______________________________________________

______________________________________________

3. The limit I will set is________________________________

______________________________________________

______________________________________________

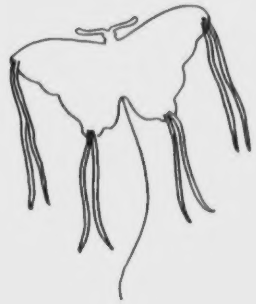
# Parent/Child Activity: Butterfly Kites

**Learning Objective**

To strengthen parenting skills

**Materials Needed**

- 3 sheets of 9" x 12" construction paper in 3 different colors for each kite (or use lightweight colored cardstock)
- Butterfly pattern (See Session 16, Page 177.)
- Water paints or colored markers
- Contact paper (optional)
- Single hole punch
- Stapler and staples
- Colored crepe paper streamers cut in 8" - 12" strips
- String cut in 6'-7' lengths
- "Two Little Sisters" (a poem) from *Chinese Mother Goose Rhymes* edited by Robert Wyndham. Cleveland, World Publishing Co., 1968, or *Catch the Wind* by Gail Gibbons Boston, Little Brown, 1989.



**Teacher Preparation**

1. Use the patterns to cut the sheets of construction paper into butterfly shapes.

**Suggested Procedure**

1. Introduce the activity to parents and children. Use the book, *Catch the Wind*, and the poem with accompanying text in Chinese, if you wish.

2. Invite children to decorate their butterflies with the watercolors or colored markers. Many kites are made with several butterflies but children may choose to use only one or two.

3. To prevent the kites from tearing, cover each butterfly with contact paper. Staple each child's butterflies together, if the child has made more than one.

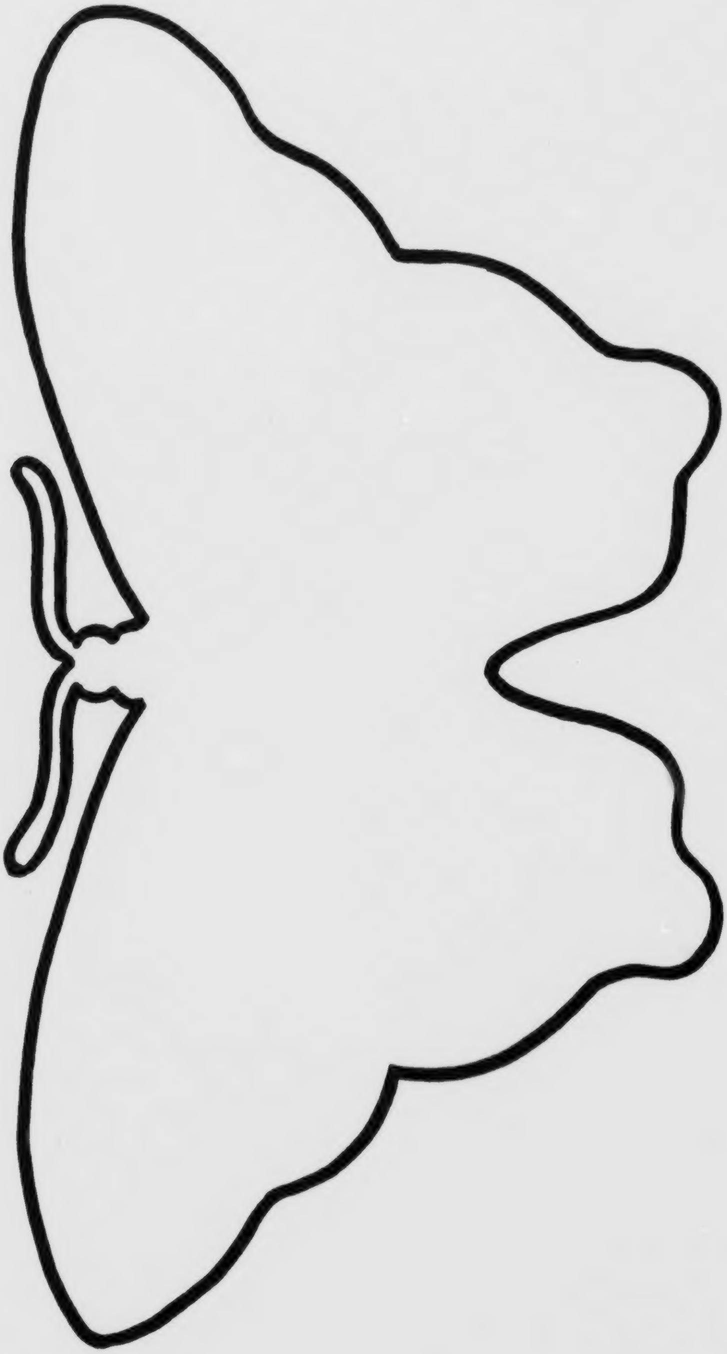
4. Allow the child to choose some crepe paper streamers and staple these to the tip of each butterfly's wings.

5. Punch a hole at the top of the kite. Attach a 6'-7' string.

**Extension of the Activity**

1. If outdoor space is available adjacent to the classroom, children may fly their kites. If not, arrange a trip to a nearby park to fly the kites.

## Butterfly Pattern



# Parent-Child Activity: Community Visitor - Friends

**Learning Objective**

To strengthen social skills

**Group Size**

Whole group

**Advance**

1. Planning for this activity will need to begin well in advance of the session. The theme for Sessions 12-16 is "Friends Can Be Alike and Different." Explore resources in your community which are related to the theme of friendship and diversity. Some possibilities to explore are:

   - Handidog or other programs providing trained animals to assist physically challenged individuals;
   - Humane Society or Society for Prevention of Cruelty to Animals;
   - An exchange visit with a senior citizen's program or a program for physically or mentally challenged children.

2. Parents may be able to help identify resources in your community. Some families may have special interests if they have a physically or mentally challenged person in the family.

3. It is important to determine if your community visitor has experience with preschoolers. If not you will need to guide plans for the visit so that the activity is appropriate for preschoolers.

4. Consider space and/or transportation needed for the planned activity.

**Suggested Procedure**

1. Prepare parents and children for the activity in previous sessions.

## Activity: What Was the Parent/Child Activity Like For You?

**Learning Objective**

To strengthen nurturing skills

**Materials Needed**

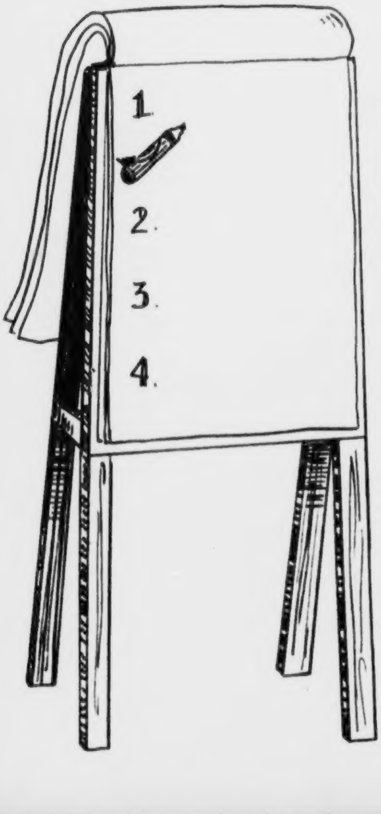
- Easel pad
- Broad-tip marker

**Suggested Procedure**

1. At the end of the Parent/Child Activity, parents return to the group room.
2. Facilitate a discussion of the activity with parents.
3. Use the process questions given below or create your own.
4. If you have selected a schedule with Parent/Child Activities at the end of the session, discussion of the activity may be done in the next session. "Welcome Back" or "Today's Session" are possible time slots.

**Suggested Process Questions**

1. What was the Parent/Child Activity like for you?
2. What did you like about it?
3. Was there anything which was hard for you or your child? What healthy coping strategies did you use?
4. How did you feel during the activity? How did you cope with your feelings?
5. Is there anything you would like to be different in the next Parent/Child Activity (in Session 18)? What could we do about that? How could we cope with that?



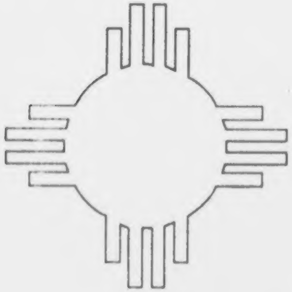
## AT HOME:

What limits do you set for your child's safety at home?

1. ______________________________

2. ______________________________

3. ______________________________



# Parent Page

### Number 16

## *PARENT PAGE*

In The Children's Class Today:

- Clay - Create an animal friend with clay.
- Flannel Board Story - "Tama the Friendly Cat - A Japanese Folktale" - Tama, a much loved cat, saves the life of her owner.

- Art - Children work together to create a mural with colored chalk.

## PARENT/CHILD ACTIVITIES REVIEW

- Today's activity is ________________
- Remember: "The focus is on the child." What does this mean to you?
- What healthy coping strategies could you use during Parent/Child Activities?
- What can you do if you need help?
- We support each other during Parent/Child Activities.

---

## PARENT EMPOWERMENT

When I have strong feelings I can cope with my stress. I use my energy to:

( ) Stop, look and listen before I act.

( ) Take deep breaths to relax myself.

( ) Talk to myself:

"I am calmer now..calm and quiet."
"I am okay."
"I am a good enough parent."

( ) Take a time out for myself.

( ) Call _________ to help me stay in control of my actions.

( ) ________________________________

________________________________

( ) ________________________________

________________________________

( ) ________________________________

________________________________

# Session 17 A Resource From Our Community

| | |
|---|---|
| **Relaxation**<br>(10 minutes) | 1. Guided Imagery (See Session 17, Pages 239-240.) |
| **Welcome Back**<br>(20 minutes) | 1. Welcome / Bienvenidos<br>2. "Where Are You in Your Recovery Today?" (See Session 17, Page 241.) |
| **Overview of Today's Sessions**<br>(15 minutes) | 1. Children's Group: Parent Page #17 (See Session 17, Page 244.)<br>2. Parent Group: Review questions prepared for presenter (See Session 15, Page 209.) |
| **Parent Education**<br>(50 minutes) | 1. Community Resource Presentation (See Session 17, Page 245.) |
| **Break**<br>(10 minutes) | |
| **Parent Support or Continue Presentation**<br>(25 minutes) | 1. Parent-to-Parent Support (See Session 4, Pages 62-63.) OR<br>2. Continue Community Resource Presentation |
| **Closing**<br>(20 minutes) | 1. Feedback on the Community Resource Presentation (See Session 17, Page 245, Suggested Procedure #4 and 5.)<br>2. Review homework assignment (See Session 17, Parent Page #17.)<br>3. Affirmations (See Session 1, Page 5, Extension of the Activity #3.)<br>4. Parents and children reunite |

# Activity: Guided Imagery

**Learning Objective**

To strengthen parenting skills through practice of healthy coping strategies

**Suggested Procedure**

1. The group leader conducts the exercise. Read aloud the step by step directions for the exercise given below. Read aloud in a calm voice and allow the exercise to proceed at a relaxed pace.

**Guided Imagery Relaxation Exercise**

Get comfortable in your chair. Sit in a restful position and close your eyes. Feel quietness in your body, your arms and legs. Take a deep breath and hold it for a few seconds...now breath the air out slowly. Take another deep breath and hold it. Pull the tension from all parts of your body into your lungs...breathe out slowly and let the tension go out with your breath. Take one more deep breath. Hold it a little longer...let the tension out as you slowly breathe the air out.

Tell yourself that you are relaxed, relaxed and calm...I am relaxed...I am calm...I am quiet.

Feel the heaviness move into your arms and hands. Let your arms feel heavy and warm. Tell yourself you are relaxed and calm...very quiet...calm and relaxed. Your right arm is warm and relaxed...I am calm and quite relaxed...your left arm is also warm, heavy and relaxed...my left arm is heavy...my left arm is warm...my left arm is heavy and warm. My left arm is warm and relaxed.

(Other body parts can be added using the same basic phrases that are given above, e.g., my legs, toes, stomach, neck, head, are warm, heavy, relaxed...)

My body is warm and relaxed. I am quiet and at peace. I am relaxed.

Now I will count slowly backwards from 10 to 0. At each count, imagine that you go down a pleasant pathway. With each step down you become more peaceful and relaxed.

At the bottom of the pathway imagine a place where you would like to be. It is very relaxed and peaceful. Look around. Notice the soft air on your skin. Notice the beautiful colors in this place. Feel the gentle, warm areas of this place. Feel the quiet cool areas of this place. Listen to the peaceful sounds. Feel how comfortable

## Activity: Guided Imagery

**Guided Imagery Relaxation Exercise (continued)**

and peaceful this place is. This your relaxation place. Look at it once more. Try to keep in your mind the feelings of this place that is so relaxing.

Pause here for 5-10 seconds.

Now slowly bring your attention back from your relaxation place to yourself. I will count from 0 to 10. At each count, feel a calm, healthy energy flowing into yourself. Feel alert and get ready to open your eyes. Feel yourself calm, alert and healthy. Open your eyes.

**Extension of the Activity**

1. Play music softly during the exercise. Some suggested music:

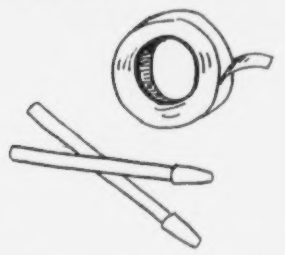
- *Quiet Places*. Hap Palmer (Record or cassette)
- *Thundering Rainstorm* by Nature's Music. Nashville, TN, Silver Bells Music, 1988.
- *Relieve Stress and Anxiety*. Subliminal series. Potentials Unlimited, Inc. 4808-H. Broadmoor, S.E. Grand Rapids, MI 49508. C.1983.
- *Sea Gulls - Music for Rest and Relaxation*. Freeport, N.Y. Educational Activities, Inc.

## Activity: Where Are You in Your Recovery Today?

**Learning Objective**

To strengthen parenting skills through awareness of current recovery issues

**Materials Needed**

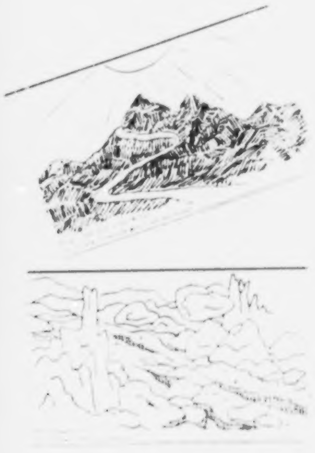


- Copies of "Recovery Pictures" - enough so that each parent may select any of the pictures (See Session 17, Pages 242-243.)
- One copy for each parent of the "What Does Recovery Mean to Us?" list completed in Session 16 (See Session 14, Pages 184-185.)
- 6'-8' sheet of butcher paper, labelled "Pathways in the Journey of Recovery"
- Masking tape
- Fine tip colored markers

**Preparation**

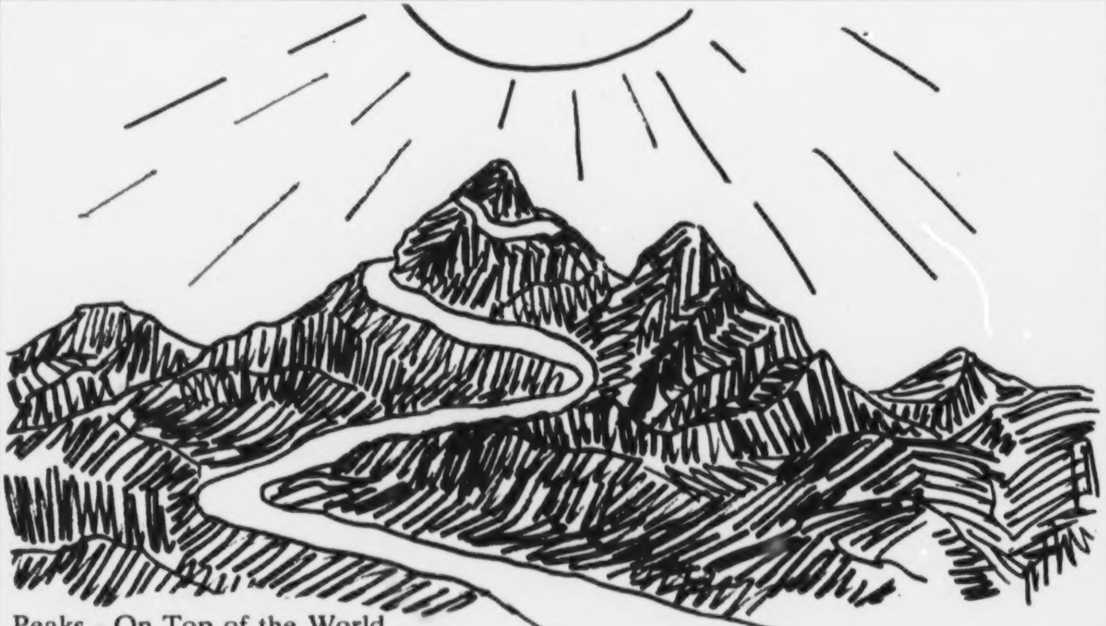
1. Tape the butcher paper lengthwise to a wall in the parent group room.

**Suggested Procedure**



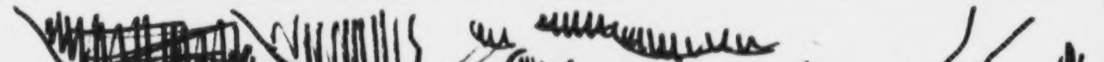
1. Distribute copies of the "What Does Recovery Mean to Us?" list created in Sessions 14 and 16.
2. Review briefly information on the recovery process, as needed (See Session 14, Page 184, Suggested Procedure #1.)
3. Invite participants to take a few minutes to think about themselves and their own current successes and struggles in the recovery process. Use the "Recovery Pictures" (See Session 17, Pages 242-243.) to illustrate the ups and downs, struggles and successes which are a normal part of recovery for those in treatment and their families.
4. Invite participants to select a picture which represents how they are experiencing recovery today. Participants may add to the picture or include symbols or words. Markers may be used to color the picture.
5. Participants may place their "Recovery Picture" on the pathway wherever they believe it belongs.
6. Invite one or two volunteers to share the significance of their picture with the group, as time allows. This activity continues in Sessions 18-22. As time allows in each session invite group members to share the significance of their pictures with the group.

# Recovery Pictures: Pathways in My Life Journey



Peaks - On Top of the World

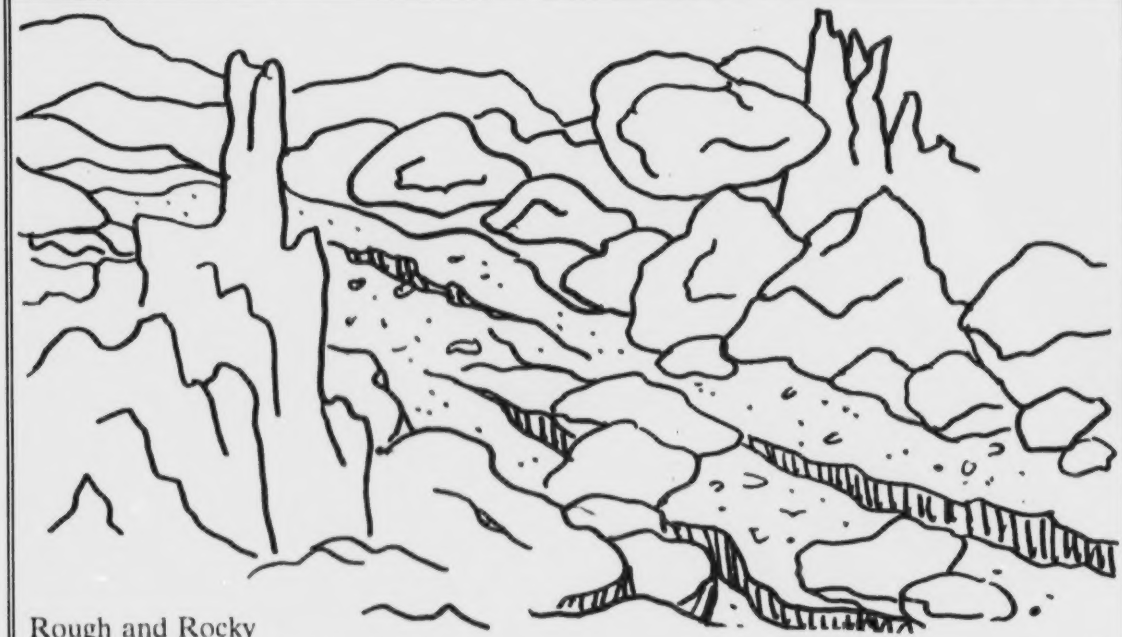
"Right now in healthy ways I am celebrating ______________________."



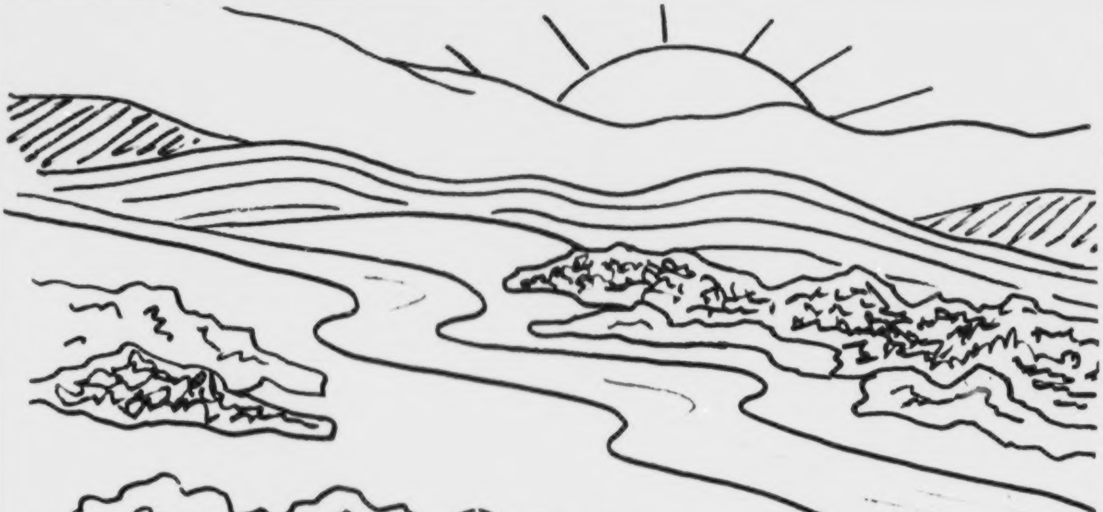
Valleys - Down in the Depths

"Right now I am discouraged with______________________."

# Recovery Pictures: Pathways in My Life Journey



Rough and Rocky
"Right now I am struggling with ______________________________."



Smooth and Gentle
"Right now I am enjoying ______________________________."

# Activity: Parent Page #17

**Learning Objective**

To strengthen parenting skills

**Materials Needed**

- 2 copies for each parent of Parent Page #17 found at the end of this session
- Optional: Post a copy of the "Ku-Bird" folktale in the parent group room. Invite parents to read it.

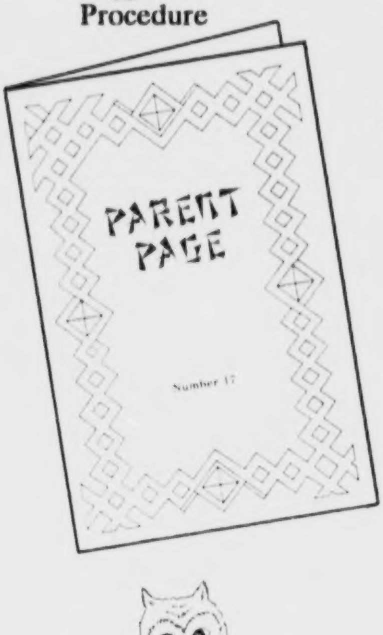
**Suggested Procedure**

1. Parents may place one copy of the Parent Page in their Family Album. The other copy is used during the session and then may be taken home.

2. Discuss activities listed "In the Children's Class Today." The illustrations show characters from the Yaqui folktale "Ku-Bird". If you have posted a copy of the folktale in the parent group room point it out and invite parents to read it. In the children's group, a new theme begins in Session 17. The theme is "Taking Care of Yourself." Children will be doing activities related to health and safety.

3. Review the section on FAMILY OUTING and FAMILY CELEBRATION. Invite group members to contribute topics which the group will need to plan and discuss together. Where to go? What kind of celebration? Food, safety for children, transportation, extended family participation, being on time, appropriate clothing, etc., are examples of topics which may need to be discussed.

4. Homework: Review the homework assignment given in the "At Home" section. Parents are asked to think about plans for the Family Outing and Family Celebration and to write down their ideas and questions.



# Activity: Community Resource Presentation

**Learning Objective**

To strengthen parenting skills through awareness of resources in the community

**Materials Needed**

- To be determined by the presenter and group leader
- Copies of any handouts for each participant
- Easel pad (for use at closing to record feedback)
- Broad-tip marker

**Suggested Procedure**

1. Introduce the presenter to the group, or arrange to have a member introduce the presenter. If a group member recommended the presenter to the group, invite that parent to lead the introduction.

2. Ask group members to introduce themselves to the presenter.

3. Assist the presenter, as needed.

4. Follow-up on the presentation with feedback from parents during "Closing" in this session. Use the process questions provided below or create your own.

5. Record feedback and comments from parents on the easel pad.

**Suggested Process Questions**

1. What did you like most about this presentation?

2. Did you find out anything you did not know?

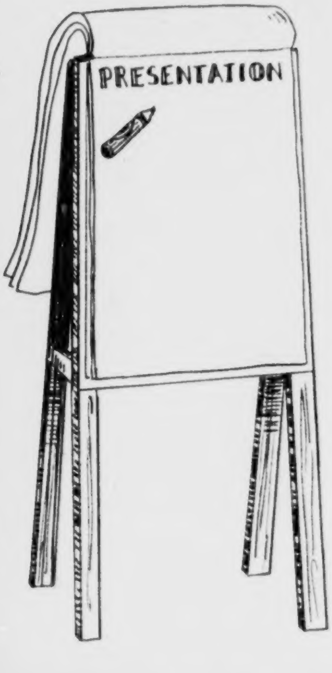
3. How will this presentation be useful in your family life?

4. Did the presenter answer the questions you had? Which ones were answered? Not answered?

5. Did you disagree with any ideas or information offered?

6. How did the presenter show (or not show) understanding of your family? Respect for your culture?

7. How did you feel about the presentation? Were you uncomfortable at any time? What was going on then?



1. Ask for a volunteer(s) to write a thank you letter to the presenter. Ask the group to review the letter. Make any changes agreed on by the group. Provide a copy to members.

# PARENT PAGE

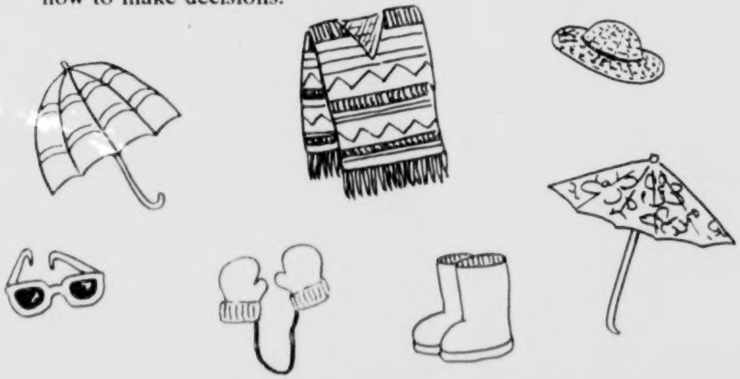
## Number 17

# PASOS ADELANTE

## *PARENT PAGE*

In The Children's Class Today:

- Weather Wear - Children can try on clothes for different kinds of weather. Builds fine motor skills and helps children learn how to make decisions.



- Flannel Board Story - "Ku-Bird" - A Yaqui folktale about a bird who has no feathers to keep him warm. How does the bird solve his problem?

- "Loop de Loo" - Music and movement from African-American tradition.

## FAMILY OUTING and FAMILY CELEBRATION

- In the next to last session of the program, parents, children and invited family members go on an outing together.
- In the last session, parents, children and invited family members have a family celebration.

## THE PARENT GROUP WILL HELP TO PLAN THESE EVENTS

Where can we go on an outing with our children?

What will we have to eat?

How can we get there?

What is our Celebration going to be like?

What do we need to bring?

What other things do we need to think about?

## AT HOME:

Think about plans for the Family Outing and the Family Celebration. Write down your ideas and questions in the space below. We will start planning in the next session.

# Session 18 Parenting in Recovery: Guiding Children's Behavior

| | |
|---|---|
| **Relaxation**<br>(5 minutes) | 1. Relaxation Exercise: Breathing (See Session 5, Page 69.) |
| **Welcome Back**<br>(15 minutes) | 1. Welcome / Bienvenidos<br>2. Where Are You in Your Recovery Today (See Session 17, Page 241.) |
| **Overview of Today's Sessions**<br>(15 minutes) | 1. Children's Group: Parent Page #18 (See Session 18, Page 251.)<br>2. Parent Group: Agenda for the Day (See Session 1, Page 5.) |
| **Parent Education**<br>(55 minutes) | 1. Setting Limits II (See Session 18, Page 252.)<br>2. Questions for Community Resource Presentation in Session #21 (See Session 18, Page 253.)<br>3. Family Outing and Celebration Plans (See Session 18, Page 254-256.) |
| **Break**<br>(10 minutes) | |
| **Parent/Child Activity**<br>(25 minutes) | 1. Community Visitor: Health or Safety (See Session 18, Page 258.) |
| **Processing**<br>(15 minutes) | 1. What Was the Parent/Child Activity Like For You? (See Session 18, Page 259.) |
| **Closing**<br>(10 minutes) | 1. Review homework assignment (See Session 18, Parent Page #18.)<br>2. Preview the next session<br>3. Parents and children reunite |

## Activity: Parent Page #18

**Learning Objective**

To strengthen parenting skills

**Materials Needed**

- 2 copies for each parent of Parent Page #18 found at the end of this session
- Optional: *Bright Eyes, Brown Skin* by Cheryl Hudson and Bernette Ford.

**Preparation**

1. Fill in the name of the Parent/Child Activity before photocopying. The activity calls for a community visitor in a health or safety profession; e.g., a fire safety specialist; a dentist, healer, nurse or doctor, a water safety specialist, a bicycle safety program, etc.

**Suggested Procedure**

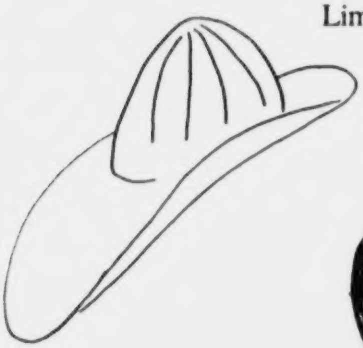
1. Parents may place one copy of the Parent Page in their Family Album. The other copy is used during the session and then may be taken home.

2. Optional: Invite parents to look at a copy of the book used in the children's group in this session.

3. Review and discuss activities described in the section called "In the Children's Class Today." The theme of "Taking Care of Myself" continues. Personal hygiene and good nutrition are the focus of activities in the children's group in Session 18.

4. Ask for volunteers to read each of the points listed under "Parent/Child Activities Review." Ask for volunteers to respond to the questions.

5. Discuss the checklist and homework in the next activity, "Setting Limits II". (See Session 18, Page 252.)



## Activity: Limit Setting II

**Learning Objective**

To strengthen appropriate discipline skills

**Materials Needed**

- A copy of Parent Page #18 for each parent (Continue to use those provided in previous activity.)

**Suggested Procedure**

PARENT PAGE
Number 18

1. Use Parent Page #18, "AT HOME" section, to initiate a discussion of structuring as a way to handle children's behavior. Structuring involves setting up the environment or a situation so that the need for discipline or intervention by a parent is minimized.

   *Examples:*

   - *Put breakable items where toddlers cannot reach them and will not try to play with them.*
   - *Give your child a choice of tuna sandwich or cheese tortilla for lunch rather than asking her/him what s/he wants to eat.*
   - *When children are indoors, put outdoor toys such as balls, plastic bats or frisbees in a cupboard until it is time to play outdoors.*
   - *Store cleaning supplies, matches, knives, etc, where children cannot reach them.*

2. Invite group members to contribute other examples.

3. Point out to parents that one way to decrease stress and discipline problems with children is to set up the environment at home so that it is as safe as possible for children. Invite group members to contribute examples.

4. Homework: Review the home safety checklist with the parent group. Ask parents to review the checklist at home to see if there are any changes they can make to improve safety.

5. Follow up on the homework at the next available home visit time.

# Activity: Questions for Community Resource Presentation

**Learning Objectives**

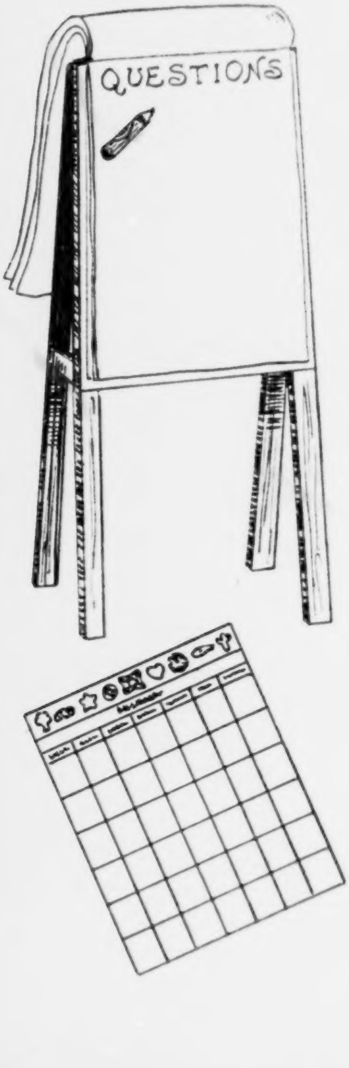
To increase family management skills through planning and preparation for a presenter

To increase parenting skills through awareness of community resources

**Materials Needed**

- Easel pad
- Broad-tip marker
- Planning calendars prepared by each parent (See Appendix A, Page 317 for blank calendars.)

**Suggested Procedure**



1. Review with the parent group what has been planned for the fourth community resource presentation in Session 21. Refer to the calendar developed in Sessions 3 and 4. A copy has been posted in the parent group room.

2. Ask parents to think about the questions they have on the topic to be presented in Session 21. Examples may be found in Session 6, Page 80.

3. Ask for a parent volunteer to record on the easel pad the questions raised by parent group members. Each parent's questions may be identified with her/his initials if desired. Labelling with initials helps participants to identify their own questions at a later time.

4. Use a go-round technique or ask for volunteers to share their questions with the group.

5. Following the session, transcribe the questions onto a sheet of paper. Make a copy for each parent.

6. A copy of the questions may be forwarded to the presenter to assist that person in planning the presentation.

7. The group leader may also wish to share his or her perception of the group's needs with the presenter.

8. Questions may be reviewed by the group prior to Session 21.

## Activity: Family Outing and Celebration Plans

**Learning Objective**

To strengthen family management skills

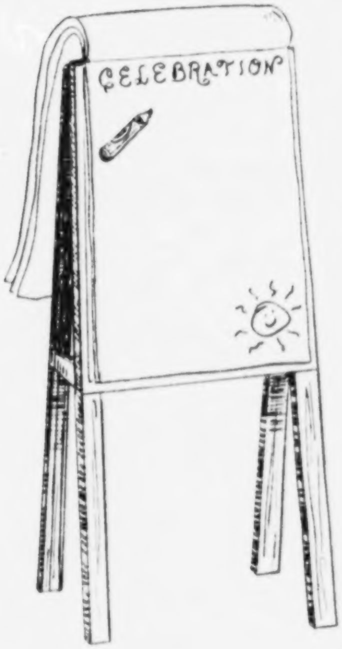
**Materials Needed**

- A copy of Parent Page #17 for each parent
- Easel pad
- Broad-tip marker

Note: Options for an outing may be determined by the resources available in your program for this event. Before planning begins, state clearly any limitations such as dollar amounts, travel distances, availability of vans or other transportation. It may be helpful to write any such limitations on a sheet of easel paper and post it.

**Suggested Procedure**

1. Introduce this activity by referring to the parent group norms posted in the group room. Point out that the norms were developed to help the parent group function smoothly and to help each participant know what was expected. Now the parent group will be planning a Family Outing and Celebration. Group members will decide how they can make the outing and celebration go smoothly. They will also discuss what needs to be done and how to share the work. When the plan is done, each group member will know what is expected from her/him for the Outing. Each group member will also have a chance to contribute ideas for the Celebration.



2. Using copies of Parent Page #17, point out the homework for Session 17. Ask group members to think about their ideas for an outing. Ask them to evaluate their own ideas using the following points:
    - Is this an appropriate outing for children? Is it also enjoyable for parents?
    - Can this place accommodate a group?
    - Does this outing cost money? How can we handle that?
    - Are there any problems we can anticipate if this outing is selected? What are they? How can we problem-solve?

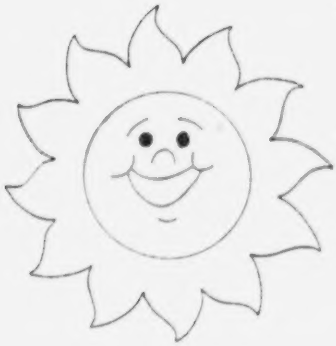
## Activity: Family Outing and Celebration Plans

**Suggested Procedure (continued)**

3. Use a go-round technique to collect a suggestion for an outing from each group member. Record suggestions on the easel pad. If needed, evaluate ideas as a group using the questions in #2.

4. Invite parents to vote for the two suggested outings they would most like to do. Record and tally votes on the easel pad. If needed, vote again among the 3-4 options with the highest number of votes. When voting is completed and an outing has been selected, ask the group if everyone can agree to the decision. Is everyone okay with this outing? Work for group consensus on the outing.

5. Once a decision has been made, ask the group to problem solve any of the following which apply to the outing:



- Food: Who will provide food? Who pays for it? Is this a potluck? Are ice chests needed?, etc.
- Transportation: How will we get there? How will we get home? Do I have enough seat belts in my car to ask ____ to ride with me? How do I tell a group member if I am not comfortable taking extra people without enough seat belts?
- Other guests: Are other members of the family invited? Any other guests?, etc.
- Safety issues: Is a first aid kit available? Possible safety concerns for young children, such as a pond? What limits are needed for children during the outing?, etc.
- Responsibility for children: Who is responsible for the supervision of children during the outing? What skills have parents learned for interacting with their children during the outing? What can a parent do if s/he needs help with a child?

Record group members' decisions on the easel pad. Also record each participant's responsibilities on the easel pad.

6. When the planning is complete, briefly review the plan with the group. Before the next session, type or write the information on a separate piece of paper. Make a copy for each participant.

## Activity: Family Outing and Celebration Plans

**Suggested Procedure (continued)**

See Session 18, Page 257, for an example of an outing plan developed by a parent group.

7. To collect parent's ideas concerning the Family Celebration, ask each member of the group to contribute one suggestion for the Celebration. Ask group members to decide what would be most important to them during the Celebration. Use a go-round technique to collect parent's responses and record them. Use the process questions below or create your own to help focus responses.

   - What do you think is your most important accomplishment in Pasos Adelante? How can your accomplishment be recognized in a meaningful way for you?
   - In what way would you like your cultural background honored during the Family Celebration?
   - What are the most important gains your child has made in Pasos Adelante? What kind of recognition of your child is meaningful for you and your family?

In Session 19:

8. Hand out copies of the plan and review it with the group.
9. Review plans and responsibilities again in Session 20.

## Sample Activity: Family Outing and Celebration Plans

Food Contributions from Pasos Adelante Parent Members

Reid Park Easter Outing - April 1st - Friday - 10:00 a.m.-noon

M. - Cake and party favors

F. - Ice and eggs

N. - Ice chest, chips - 2 bags, cheese

R.G. - Soda liters - 4 (1 diet, uncolas)

R.V. - Bologna (2 lbs.)

S. - Vinegar, 2 color kits (By March 25th - Friday) sliced ham

C. - Potato salad, 1 loaf of bread

A. - Tuna salad, 1 loaf of bread

R.K. - Dip

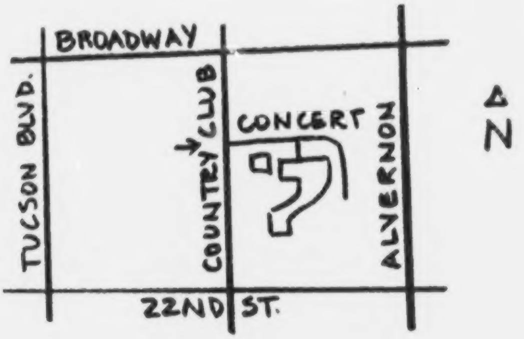
A.C. - Lettuce

G. - 1 loaf of bread, fruit salad

BRING ITEMS IN BY MARCH 30TH - WEDNESDAY

Ramada 2 - Reid Park (Directions: Take 22nd Street to Country Club. Turn left onto Country Club. Turn right at Concert and County Club - Park Sign).

Map:



## Parent/Child Activity: Community Visitor - Health or Safety

**Learning Objective**

To strengthen coping skills

**Group Size**

Whole group

Suggested community visitors:

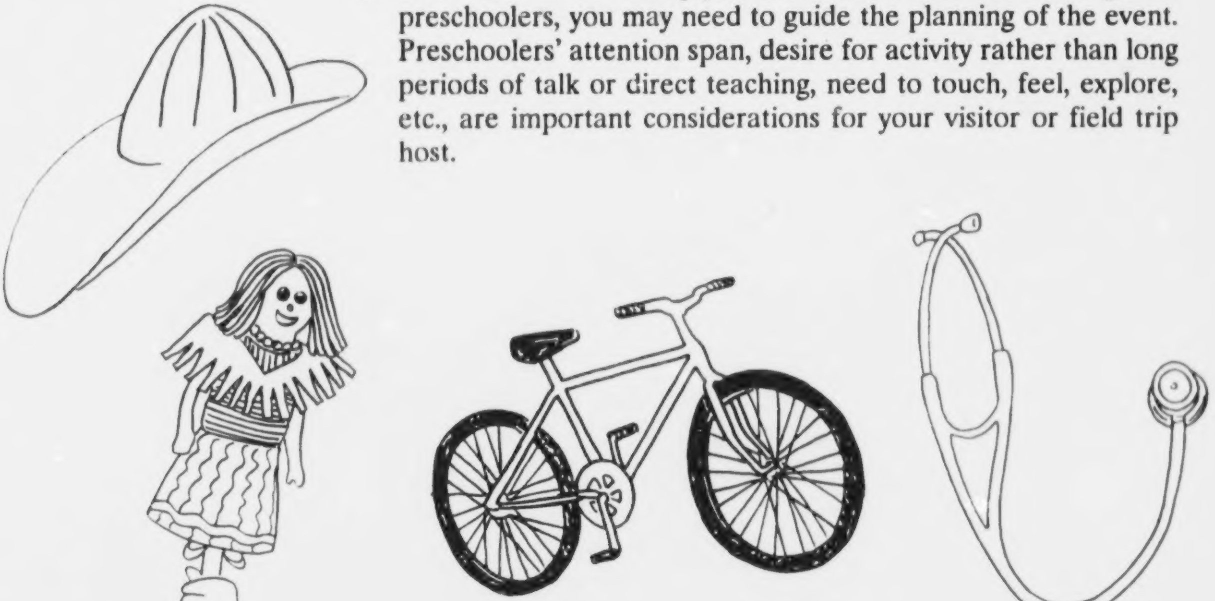
1. Fire department, fire prevention and safety officers
2. Dentist, dental hygienist, doctor, nurse or non-traditional healer
3. Bicycle safety program, water safety program
4. Puppet theater programs on safety, problem-solving or healthy lifestyles

**Suggested Procedure**

1. Preparation needs to begin well in advance of the session in conjunction with the parent group. Parents may identify topics which are important to them or community resources and individuals who would visit the program.

2. Locate the health and safety resources available in your community. Select a visitor or field trip which best meets the needs of your group.

3. If the visitor or field trip you choose is not used to working with preschoolers, you may need to guide the planning of the event. Preschoolers' attention span, desire for activity rather than long periods of talk or direct teaching, need to touch, feel, explore, etc., are important considerations for your visitor or field trip host.



## Activity: What Was the Parent/Child Activity Like For You?

**Learning Objective**

To strengthen nurturing skills

**Materials Needed**

- Easel pad
- Broad-tip marker

**Suggested Procedure**

1. At the end of the Parent/Child Activity, parents return to the group room.

2. Facilitate a discussion of the activity with parents.

3. Use the process questions given below or create your own.

4. If you have selected a schedule with Parent/Child Activities at the end of the session, discussion of the activity may be done in the next session. "Welcome Back" or "Today's Session" are possible time slots.

**Suggested Process Questions**

1. What was the Parent/Child Activity like for you?

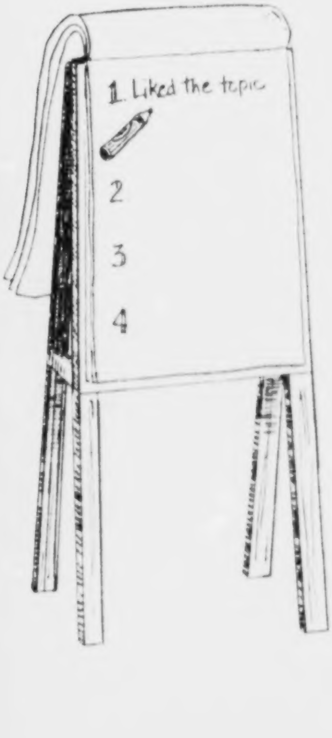
2. Were the limits set for behavior "workable?"

3. Was there anything which was hard for you or your child?

4. How did you feel during the activity? How did you cope with feelings?

5. Is there anything you would like to be different in the next Parent/Child Activity (in Session 20)? What could we do about that? How could we cope with that?

6. What do you think you have learned in Parent/Child Activities so far?



## AT HOME:

### Home Safety Checklist

( ) Cleaners, poisons, insect spray, medicines, etc, are stored where children cannot reach them.

( ) Electric sockets are covered so that very young children cannot put their fingers or objects in the socket.

( ) Sharp objects such as knives, razors, adult scissors are stored where children cannot reach them.

( ) Pails, sinks, bathtubs are always emptied of water after use. Drowning can occur in just a few inches of water.

( ) Handles of pots and pans on the stove are turned to the side. They are less likely to be tipped over accidently.

( ) Electric appliances such as hair dryers, irons, toasters, are stored out of reach so that children do not play with them.

( ) If you have firearms at home, they are stored where children cannot play with them.

( ) My child knows safety rules for walking, trike-riding and playing outdoors.

( ) My child knows safety rules concerning strangers.

---

# PARENT PAGE

**Number 18**

# PASOS ADELANTE

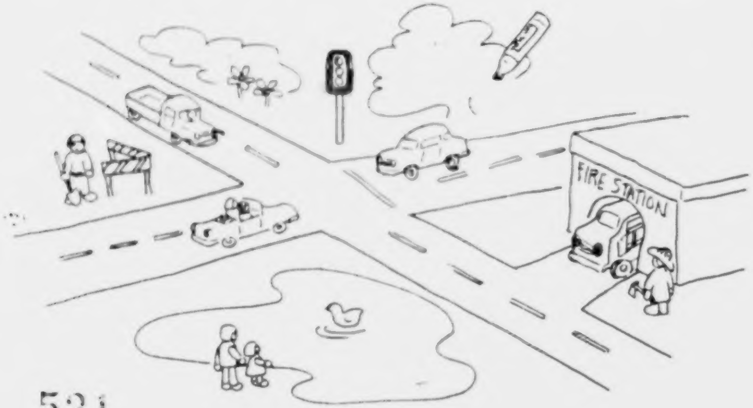
## *PARENT PAGE*

In The Children's Class Today:

- Art - making a scroll book about health and safety.

FITNESS
HEALTH
SAFE AND HEALTHY

- Read a Story Aloud - *Coco Can't Wait* by Taro Gomi. A story about a child who goes across town alone because he wants to see his grandmother.
- Safety Town - children create roadways and traffic signs. They can play with toy vehicles and learn about traffic safety, crossing streets, and bike safety.



## PARENT/CHILD ACTIVITIES REVIEW

- Today's activity is Accidents Will Happen.
- Remember: "The focus is on your child." What does this mean to you?
- What behavior limits are "workable" for Parent/Child Activity?
- What can you do if you need help?
- We support each other during Parent/Child Activities.

**AT HOME:**

Notice one situation at home where you would like to use an assertive parent message. Use the blank space to write down:

1) The child's problem behavior

______________________________________

2) What behavior you would like

______________________________________

3) What will happen if your child does not comply

______________________________________

Share this during your home visit.

# Session 19 Parenting in Recovery: Guiding Children's Behavior

| | |
|---|---|
| **Relaxation**<br>(10 minutes) | 1. Guided Imagery (See Session 17, Pages 239-240.) |
| **Welcome Back**<br>(15 minutes) | 1. Welcome / Bienvenidos<br>2. Where Are You In Your Recovery Today? (See Session 17, Page 241.)<br>3. Invite questions or comments on the last session. |
| **Overview of Today's Sessions**<br>(15 minutes) | 1. Children's Group: Parent Page #19 (See Session 19, Pages 265-266.)<br>2. Parent Group: Agenda for the Day (See Session 1, Page 5.) |
| **Parent Education**<br>(60 minutes) | 1. Review Questions for Community Resource Presentation in Session 21 (See Session 19, Page 267.)<br>2. Review Plans for Family Outing and Celebration (See Session 18, Page 256.)<br>3. Giving Directions to Your Child (See Session 19, Pages 268-269.) |
| **Break**<br>(10 minutes) | |
| **Parent Support**<br>(25 minutes) | 1. Parent-to-Parent Support (See Session 4, Pages 62-63.) |
| **Closing**<br>(15 minutes) | 1. Invite questions and comments from participants<br>2. Review homework assignment (See Session 19, Parent Page #19.)<br>3. Preview the next session<br>4. Parents and children reunite |

# Activity: Parent Page #19

**Learning Objective**

To strengthen parenting skills

**Materials Needed**

- 2 copies for each parent of Parent Page #19 found at the end of this session
- *It's My Body - Mi Cuerpo Es Mio* by Lory Freeman

Note: In most sessions, it has been an option to provide a copy of the storybook used in the children's group. In this session, it is important that the book be available to parents and that the parent group discuss it. Discuss the book with the parent group before offering it to parents to look at. Be sure to discuss the author's recommendation (see 1c. below) that parents share their feelings and experiences with their children. This is not recommended for the families targeted by this curriculum. (See Suggested Procedure #2 below.)

**Preparation**

1. Prior to the session, group leaders for both the parent's and the children's group will find it helpful to read the parent letter which follows the Introduction to *It's My Body*. This contains information related to using the book with either group.

    a. Many parents are unsure about talking with their children about sexual behavior or abuse.
    b. Discussions with young children need to focus on how children can make decisions about sharing their bodies. Young children are not ready for detailed information about sexual abuse.
    c. The letter recommends that parents share some of their own feelings and experiences with their children. Because statistics show that many adults with long term ATOD abuse problems have been victims of abuse, this may not be the best process for the group of parents targeted by this curriculum. Young children will not be able to understand adult distress in relation to the topic of abuse. Instead, staff may wish to explore parent's own concerns, provide support, and make appropriate referrals where indicated.

PARENT PAGE
Number 19

**Suggested Procedure**

1. Parents may place one copy of the Parent Page in their Family Album. The other copy is used during the session and then may be taken home.

## Activity: Parent Page #19

**Suggested Procedure (continued)**

2. Introduce the book *It's My Body* as a book about personal safety and resisting uncomfortable touch. Invite parents to look at a copy of the book used in the children's group in this session. At a young child's level it deals with personal boundaries, body privacy, and resisting uncomfortable touch.

3. Discuss with parents what children can learn from this book and group discussion.

   - To value themselves and their bodies.
   - To recognize that they change as they get older.
   - To identify and accept their feelings.
   - What to say to protect themselves.

4. Because of the limited time available, discussion of personal issues on abuse is not planned during the session. The group leader may suggest to members that s/he is open to further discussion with parents on an individual basis.

5. Homework: Review the homework assignment given in the "AT HOME" section.

# Activity: Review Questions for Community Resource Presentation

**Learning Objective**

To strengthen communication skills

**Materials Needed**

- Copies of the questions developed and recorded in Session 18

**Suggested Procedure**

1. Review the questions developed for the Community Resource Presentation in Session 18. Invite parents to make changes or additions to their questions.

2. Thank the parent recorder and use this opportunity to discuss roles and responsibilities in the group. Reinforce the desired goal of flexible roles and shared responsibilities.

3. Discuss with the group how it would like to be perceived by the presenter. The purpose of this discussion is to raise parents' awareness of communication skills and reinforce the use of those skills. Use the suggested process questions provided below or create your own.

4. A copy of the questions may be sent to the presenter for use in planning the presentation. The group leader may also wish to share with the presenter her/his perception of the group's needs.

5. Questions may be reviewed again by the group prior to the presentation in Session 21.

**Suggested Process Questions**

1. How would you as members of the group like to handle yourselves with the presenter?

2. How can participants communicate their interest? Express their point of view?

3. Which listening skills can parents use?

4. How do the group norms apply to the Community Resource Presentation?

# Activity: Giving Directions to Your Child

**Learning Objective**

To strengthen appropriate discipline skills

**Materials Needed**

- "Over the Edge" cards #2 and #3 done by parents in Session 15 (See Session 15, Pages 211-213.)
- Copies of the "When You Give Directions To Your Child" hand out (See Session 19, Page 271.)
- Copies of the "Giving Directions" hand out (See Session 19, Page 272.)

**Suggested Procedure**

1. Briefly review with parents the "Healthy Coping Strategies" list developed in response to parents' "Over the Edge" cards #1. (See Session 15, Pages 214-215.)

2. Ask parents to reread their "Over the Edge" cards #2 and #3.

3. Explain to the group that they will be using cards #2 and #3 to discuss the best way to give directions to young children.

4. Ask for a volunteer to share with the group what is happening in one of their "Over the Edge" cards.

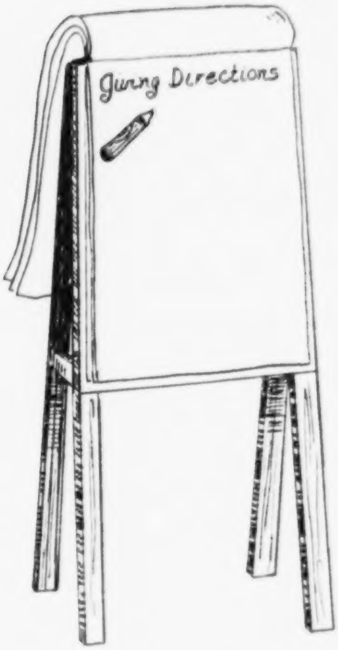
5. Use the "When You Give Directions to Your Child" hand out to model how the parent can give directions to the child based on the situation provided by the parent. Ask parents to follow along on the handout as you model each step. Model more situations based on the parent's cards, as needed.

6. Model for parents the tone of voice and body language used to give a child a helpful warning which prepares them for what will happen next. Point out differences in appropriate and inappropriate voice tone.

   *Examples of Helpful Warnings:*

   - *"In five minutes, it is time to clean up."*
   - *"You can watch TV 'til the end of this program. Then it will be time for bed."*

7. Discuss the kind of touch used when a parent "helps" a child. Ask for a volunteer who will help you demonstrate appropriate touch when a parent "helps" a child.



## Activity: Giving Directions to Your Child

**Suggested Procedure (continued)**

8. Do several examples of "Giving Directions" as a group using more of the cards. Use the parent's "Over the Edge" cards #2 to provide example situations. Write on the easel pad the suggestions parents give on how to do each step in giving directions.

9. Point out to parents that these steps are helpful when giving directions to a child. However, if a child is doing something unsafe, such as playing with matches, the parent will need to take the matches away. In some situations it is important to ensure the child's safety rather than give the child a warning or count to three. The group may brainstorm examples of those situations and talk about which require action from the parent and why. Discuss voice tone and touch used in situations where a child's safety is important.

10. Ask each parent to use their "Over the Edge" card #3 to complete the steps in the "Giving Directions" hand out. Parents may also do these in small groups. Invite volunteers to share theirs with the whole group.

**Extensions of the Activity**

1. An additional strategy for giving a young child directions is to "redirect" that child's actions.

2. Parents can "redirect" a child when s/he is doing something inappropriate.

3. To redirect a child, use statements such as:

   - Crayons can be used on paper, not on the table.
   - Balls are for outdoor play. They are not to throw in the kitchen.
   - When you are mad, you can pound clay. Please do not hit other people.

4. When using redirection, tell a child two things:

   a. Where or when s/he is allowed to do something; or offer an alternative action.

## Activity: Giving Directions to Your Child

**Extensions of the Activity (continued)**

b. Where or when s/he is not to do the same thing.

*Example:*

*"If you want to cry and pound your feet, you can do that in your room but not where the family is watching TV."*

**Suggested Process Questions**

1. What is different from what you usually do about this way of giving directions to your child?
2. Why do you think children "tune out" parents? Do not do what parents ask?
3. What can you do to help yourself remain calm when you begin to feel stressed or upset?

# Hand Out: When You Give Directions To Your Child

Use these steps to ask your child to do something:

| | |
|---|---|
| 1. GET YOUR CHILD'S ATTENTION: | Move close enough to make sure your child hears you.<br>Look at your child. If your child does not look at you, touch your child gently to get his or her attention.<br>Use his or her name. |
| 2. GIVE YOUR CHILD A WARNING: | Your child is more likely to pay attention if you give one or two warnings before s/he must do something: "In ten minutes, it is time for us to leave the park and go home." |
| 3. GIVE SHORT AND CLEAR DIRECTIONS: | Tell your child exactly what to do: "It's time to get in the car now. We are going home."<br>Be brief. Short explanations may help. |
| 4. USE A FIRM AND POLITE VOICE: | Speak calmly and clearly.<br>Yelling, threats, and put-downs may give your child a reason to tune you out. |
| 5. BE A "BROKEN RECORD": | If your child protests, repeat the directions like a "broken record":<br>"It's time to go home now."<br>"I don't want to."<br>"It's time to go home now." |
| 6. GENTLY HELP YOUR CHILD IF S/HE DOES NOT FOLLOW DIRECTIONS: | Speak in a calm voice.<br>Tell your child you will count to three. Then you will help them. (use gentle touch)<br>Say "Since you are not doing ______, I will count to three. Then I will help you do it." |
| 7. ENCOURAGE THE BEHAVIOR YOU WANT: | "Good for you."<br>"You did a good job."<br>"Wow! Look what you can do."<br>"You cooperate so well." |

# Hand Out: Giving Directions

| What to do: | How to do it: |
|---|---|
| 1. GET YOUR CHILD'S ATTENTION | ______________________________<br>______________________________ |
| 2. GIVE YOUR CHILD A WARNING | ______________________________<br>______________________________ |
| 3. GIVE SHORT, CLEAR DIRECTIONS | ______________________________<br>______________________________ |
| 4. USE A FIRM, POLITE VOICE | ______________________________<br>______________________________ |
| 5. BE A "BROKEN RECORD" | ______________________________<br>______________________________ |
| 6. GENTLY HELP YOUR CHILD IF S/HE DOES NOT DO WHAT YOU ASK WITHIN A FEW MINUTES | ______________________________<br>______________________________ |
| 7. ENCOURAGE THE BEHAVIOR YOU WANT | ______________________________<br>______________________________ |

## Five Ways to Say "Good for You"

☺ You did a good job of..

..putting blocks away
..remembering to play inside the fence

☺ Thank you. I appreciate..

..how quietly you are playing
..that you shared your toys with your cousins

☺ When you..

..get ready for bed as soon as I tell you, we have time to look at a book together
..ask to use the potty, I am very proud of you

☺ Wow! What a..

..hard worker you are
..cooperative person you are

☺ I know you tried hard..

..to pour your juice without spilling
..to find your jacket

---

# PARENT PAGE

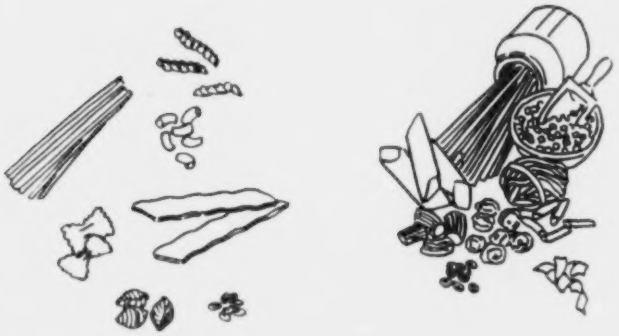
### Number 19

# PASOS ADELANTE

## *PARENT PAGE*

In The Children's Class Today:

- Cooking Healthy Foods - children help to prepare pasta for snack. Pasta is used in the cooking of many cultures.



- Read a Story Aloud - *It's My Body - Mi Cuerpo Es Mio* by Lory Freeman.
- Movement and songs about health and safety.

## Parent Empowerment

Parents can use approval or encouragement to guide children's behavior.

- ✓ Tell your child when you like her/his behavior.
- ✓ Give your child attention when her/his behavior is positive.
- ✓ Notice your child's efforts even if they are not perfect.

It feels good to get approval and encouragement. Encourage your child consistently!

### At Home:

Notice two times when you can use approval or encouragement to guide your child's behavior.

1. ______________________________

2. ______________________________

# Session 20

# Parenting in Recovery: Guiding Children's Behavior

| | |
|---|---|
| **Relaxation**<br>(10 minutes) | 1. Guided Imagery (See Session 17, Pages 239-240.) |
| **Welcome Back**<br>(15 minutes) | 1. Welcome / Bienvenidos<br>2. Where Are You in Your Recovery Today? (See Session 17, Page 241.)<br>3. Invite questions or comments on the last session. |
| **Overview of Today's Sessions**<br>(10 minutes) | 1. Children's Group: Parent Page #20 (See Session 20, Page 277.)<br>2. Parent Group: Agenda for the Day (See Session 1, Page 5.) |
| **Parent Education**<br>(55 minutes) | 1. Review Family Outing/Celebration Plans (See Session 18, Pages 254-256.)<br>2. Assertive Parent Messages (See Session 20, Pages 278-281.) |
| **Break**<br>(10 minutes) | |
| **Parent/Child Activity**<br>(25 minutes) | 1. Accidents Will Happen (See Session 20, Pages 284-286.) |
| **Processing**<br>(15 minutes) | 1. What Was the Parent/Child Activity Like For You? (See Session 20, Page 287.) |
| **Closing**<br>(10 minutes) | 1. Introduce Program Closure (See Session 20, Page 288.)<br>2. Review homework assignment (See Session 20, Parent Page #20.)<br>3. Parents and children reunite |

## Activity: Parent Page #20

**Learning Objective**

To strengthen parenting skills

**Materials Needed**

- 2 copies for each parent of Parent Page #20 found at the end of this session
- Optional: A copy of *Coco Can't Wait* by Taro Gomi

**Suggested Procedure**

PARENT
PAGE
Number 20

1. Parents may place one copy of the Parent Page in their Family Album. The other copy is used during the session and then may be taken home.

2. Optional: Invite parents to look at a copy of the book used in the children's group in this session.

3. Review the activities listed under "In the Children's Class Today." The theme of "Taking Care of Yourself" continues with health and safety activities in this session.

4. Ask for volunteers to read each item under "Parent/Child Activities Review". Ask for volunteers to respond to the questions.

5. Homework: Review the homework assignment which asks parents to notice a situation at home where they would like to use an assertive parent message. Follow up on the homework during the next home visit. Modeling and role playing assertive parent messages during home visit will help parents implement the technique.

## Activity: Assertive Parent Messages

**Learning Objectives**

To strengthen appropriate discipline skills
To strengthen communication skills

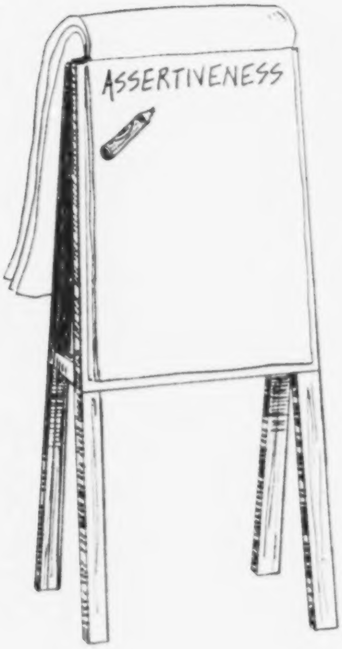
**Materials Needed**

- "Over the Edge" cards #2 and #3 completed by parents in Session 15
- Copy of the hand outs "Assertive Parent Messages I and II," for each parent (See Session 20, Pages 282-283.)
- Easel pad
- Broad-tip marker

**Suggested Procedure**

1. Distribute her/his "Over the Edge" cards #2 and #3 to each parent.

2. Hand out a copy of "Assertive Parent Messages I" to each participant.



3. Invite each group member to share a word or phrase which describes what the word "assertive" means to him/her. Write these on the easel pad. Summarize the meaning when everyone has had a turn. Help group members to clarify these two points:

   - Assertive behavior means saying what you need AND
   - Assertive behavior means taking account of the listener's point of view.

   If parents share responses which are punitive or aggressive, list these in a separate column.

4. Ask for a volunteer to read aloud the situation described at the top of the handout page.

5. Invite participants to respond to the questions:

   - What do you think Tariq's father will say?
   - What would you say to your child?
   - What do you think Tariq's father will do?
   - What would you do?

6. Point out to parents that some situations in which parents experience stress as a result of their child's behavior require clear, assertive limit-setting. This will give a clear message to the child about what is expected. For children, limits need to

## Activity: Assertive Parent Messages

**Suggested Procedure (continued)**

be clear and appropriate for the child's age.

7. Read aloud and discuss each of the six steps under Assertive Parent Messages. During the discussion, focus on:

   a. Behavior and language used. Model these. Invite parents to imitate your model.

   b. Guidelines for rules/limits:

      - Parents set rules/limits to protect children and ensure the safety of people and property;
      - Children need to learn rules/limits which help them get along, behave appropriately in the world;
      - Rules/limits are appropriate for the child's age and ability to handle situations;
      - Rules/limits are stated so that expected behavior is clear.

   c. Step #6 relates to what will happen if the child does not respect the rule. In some parenting programs, this step is called "consequences." Rather than working through the meaning of the term with parents, it has been useful to focus on appropriate versus inappropriate parental responses to a child's noncompliance.

      Appropriate parent responses:

      - State what you will do to help the child comply, or what will happen.

        "I will hold your hand to make sure you are safe."

        "You will need to stay at home next time I go to the store."

      Avoid parent responses which:

      - Threaten your child.

        "I'll take away your toys."

      - Use name-calling.

        "What do you think you're doing you stupid ______."

## Activity: Assertive Parent Messages

**Suggested Procedure (continued)**

- Use or promise abuse.

  "I'll break your arm."

- May frighten your child with things which probably won't happen.

  "Kid-eating monsters will get you."
  "The cops will come and take you to jail."
  "I'll leave you right here at the store by yourself."

d. Invite parents to discuss the following questions:

- What do children learn when adults threaten them? Frighten them? Call them names? Promise to hurt them?
- How do you feel when someone calls you a name? Makes a threat? Frightens you? States how you will be hurt?
- What do you think about folk tales or fairy stories which may be used to frighten children into "being good?"

*Example:*

*"The big bad wolf will eat you up."*

*"La Llorona will get you and throw you in the river if you keep doing that."*

*"The wicked witch will turn you into gingerbread if you do that."*

How can you share stories from your culture with your children so that they appreciate them without fear?

Children unconsciously seek ways to protect themselves from fear and pain as best they can. When parents use threats, intimidation or name-calling, children may tune them out, ignore the request, talk back or refuse to comply. If parents shared aggressive or punitive responses during Suggested Procedure #3 (words describing "assertive") ask the group to review the list of words generated. Ask the group if any changes are needed in the list?

## Activity: Assertive Parent Messages

**Suggested Procedure (continued)**

8. Use examples from "Over the Edge" cards #2 and #3 to practice assertive parent responses. Do several as a group. The parent group facilitator may model assertive responses.

9. As parents learn to use Assertive Parent Messages, some may need additional coaching to learn the behavioral differences between aggressive and assertive behavior. This may be done in home visit if the parent is open to it.

**Extension of the Activity**

1. Role play situations presented in "Over the Edge" cards #2 and #3. Invite a parent to role play her/his child's behavior, if the parent is willing.

Note: Parents may need preparation for role play. If you plan to use role plays, refer to the information on role playing which is included in Appendix F, Page 343.

## Handout: Assertive Parent Messages I

ASSERTIVE PARENT MESSAGES

Tariq and his father are leaving the grocery store. Tariq's father is pushing the grocery cart with Tariq's younger sister sitting in it. When they go out the door, Tariq runs ahead of his father. Tariq's father shouts at him to stop. But Tariq runs across the street to the car without looking. Tariq's father is very angry. What do you think he will say to Tariq? What do you think he will do? What would you say to your child? What would you do?

1. GET YOUR CHILD'S FULL ATTENTION:

   "Tariq, please look at me and listen to me."

2. DESCRIBE THE PROBLEM BEHAVIOR:

   "When you go out the door and into the street..."

3. STATE HOW YOU FEEL:

   "When you go out the door and into the street, I feel angry."

4. EXPLAIN YOUR REASON:

   "When you go outside into the street, I feel angry because a car might hurt you."

5. STATE WHAT YOU WANT:

   "I want you to be safe. Please wait for me before you go out."

6. STATE WHAT WILL HAPPEN:

   "If you run outside again, I will hold your hand to make sure you are safe."

## Handout: Assertive Parent Messages II

PRACTICING
PARENT
MESSAGES

1. Get your child's full attention.
2. When you ______________________________
(write in the child's problem behavior)
3. I feel______________________________
(write in how you feel about the behavior)
4. because______________________________
(write in the reason)
5. I want______________________________
(write in the behavior you want the child to do)
6. What will happen?______________________
(state how you will help the child if s/he does not do as asked)

---

PRACTICING
PARENT
MESSAGES

1. Get your child's full attention.
2. When you ______________________________
(write in the child's problem behavior)
3. I feel______________________________
(write in how you feel about the behavior)
4. because______________________________
(write in the reason)
5. I want______________________________
(write in the behavior you want the child to do)
6. What will happen?______________________
(state how you will help the child if s/he does not do as asked)

## Parent/Child Activity: Accidents Will Happen

**Learning Objective**

To strengthen parenting skills

**Materials Needed**

The following may be provided by either the children's group leader or the parent group leader:

- Copies of the "Accidents Will Happen" pictures (See Session 20, Pages 285-286.)
- Space for each parent and child to sit together
- Photocopies of the process questions at the bottom of this page.

**Suggested Procedure**

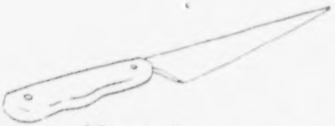
1. Introduce the activity to parents and children as a problem-solving activity. Reassure parents and children that accidents happen sometimes no matter how much we try to avoid them. However, problem-solving about situations in which accidents may occur can help to prevent them.

2. Describe briefly the "Accidents Will Happen" pictures and allow each parent (or parent and child) to select the one they wish to talk about.

3. Parents and children will look at the picture they chose together. The parent will invite the child to explain how an accident might happen.

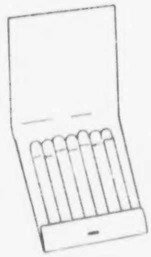
4. Parents may use the questions to problem-solve the picture with their child.

ALL PURPOSE CLEANER
AMMONIA
BLEACH



**Alternate Method**

1. The activity may be done as a whole group. Pictures may be enlarged on a photocopier for use in a whole group, or individual copies may be passed out.



**Process Questions**

1. What kind of accident could happen?

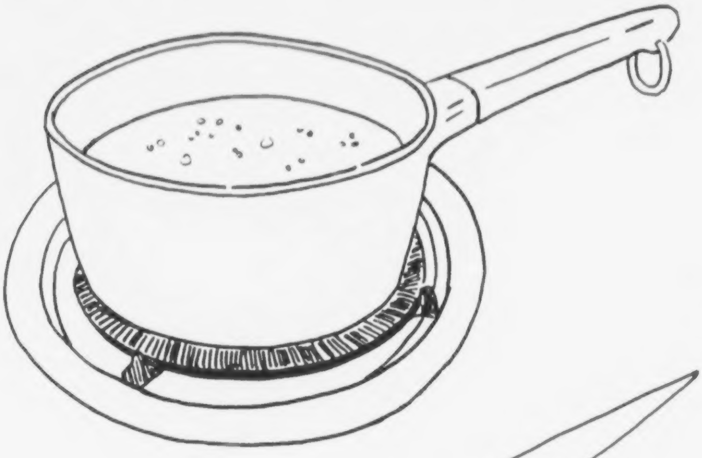
2. Could someone get hurt? How?

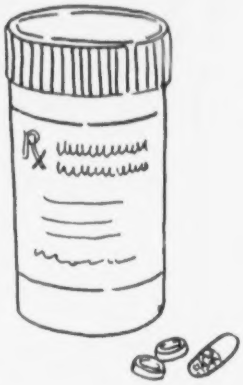
3. What could we do if an accident happens with matches (poisons, broken glass, etc.)

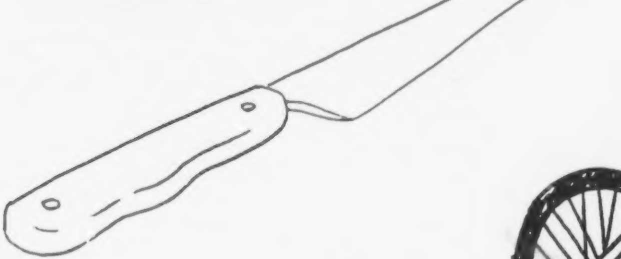
4. What could we do so that the accident doesn't happen?

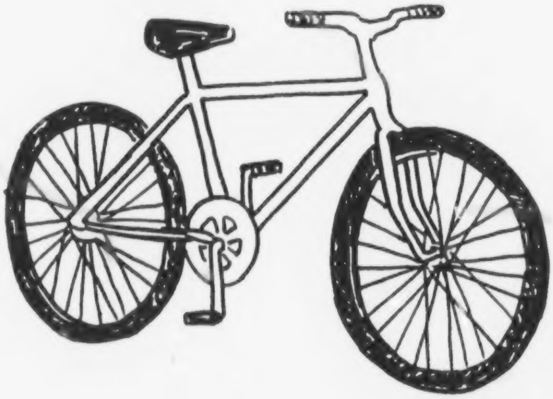
5. When you need help, who can you ask?

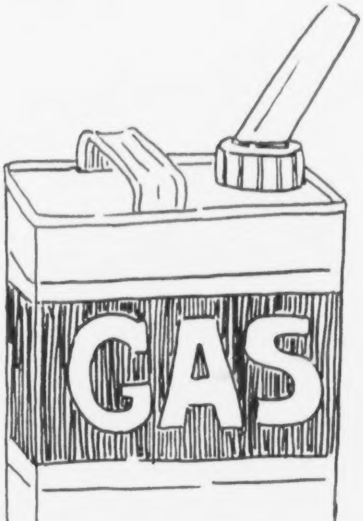
# Accidents Will Happen Pictures

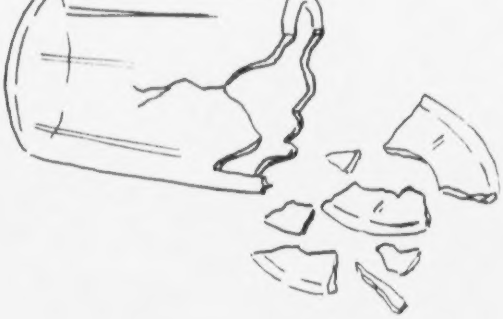




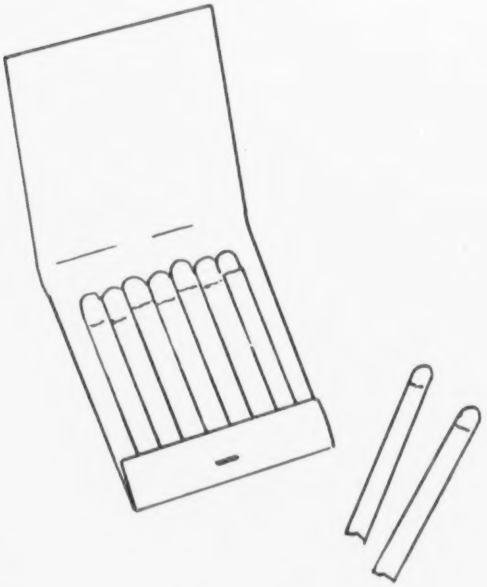


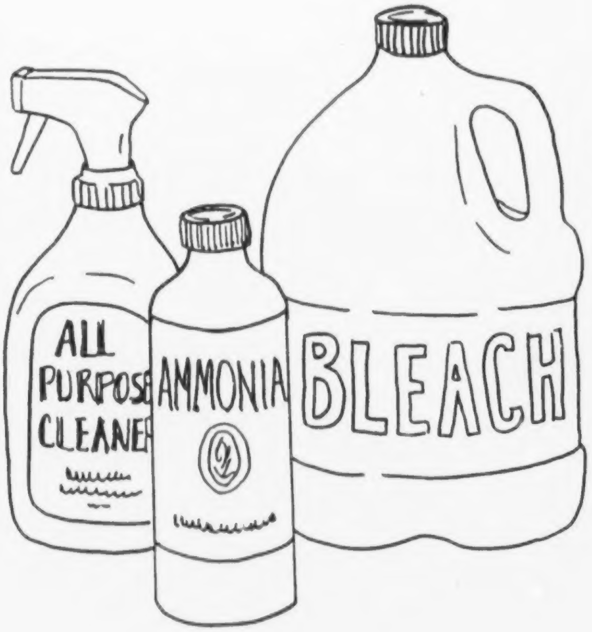


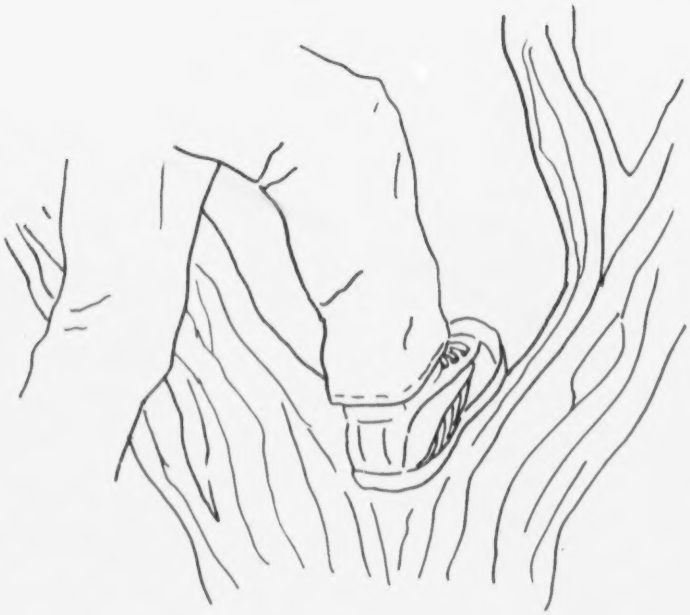


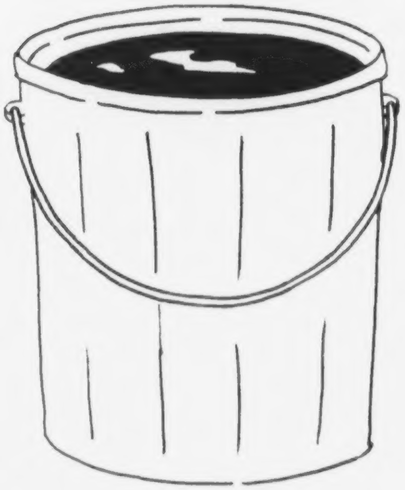


# Accidents Will Happen Pictures




ALL PURPOSE CLEANER
AMMONIA
BLEACH





## Activity: What Was the Parent/Child Activity Like For You?

**Learning Objective**

To strengthen nurturing skills

**Materials Needed**

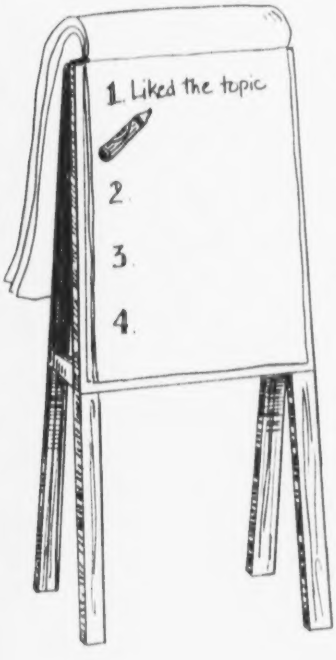
- Easel pad
- Broad-tip marker

**Suggested Procedure**

1. At the end of the Parent/Child Activity, parents return to the group room.
2. Facilitate a discussion of the activity with parents.
3. Use the process questions given below or create your own.
4. If you have selected a schedule with Parent/Child Activities at the end of the session, discussion of the activity may be done in the next session. "Welcome Back" or "Today's Session" are possible time slots.

**Suggested Process Questions**

1. What was the Parent/Child Activity like for you?
2. What did you like about it?
3. Was there anything which was hard for you or your child?
4. Were there any moments when you could have used an assertive parent message?
5. How do you think use of alcohol, tobacco or other drugs might affect safety?
6. Is there anything you would like to be different in the next Parent/Child Activity (in Session 22)? What could we do about that? How could we cope with that?
7. What do you think you have learned during Parent/Child Activities?



## Activity: Introduce Program Closure

**Learning Objective**

To strengthen parenting skills through modelling of preparation for changes

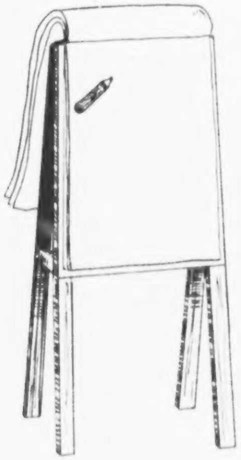
**Materials Needed**

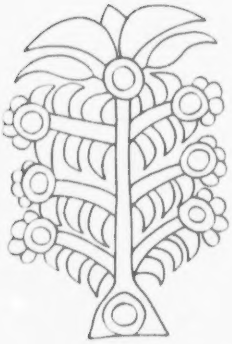
- Easel pad
- Broad-tip markers
- Example of "Tree of Life" (See Session 22, Pages 305-307.)

Note: If you are holding ongoing sessions or encouraging families to re-enroll, you may prefer to discuss continuation at this time instead of program closure.

**Suggested Procedure**

1. Point out the number of sessions remaining in the program and the final session date.
2. Ask parents to think about their feelings regarding the end of the program. Ask each parent to be aware of the first feeling which comes to mind or their "gut response" when the end of the program is discussed.
3. Use a "go-round" technique to have parents share words or phrases which describe their feelings about the end of the program.
4. Accept all responses and ask group members to accept one another's responses without criticisms or "put downs." Reinforce the concept of boundaries and that feelings are neither right nor wrong. Each person is allowed to have and to name their feelings without disrespect to anyone. My feelings are mine; yours are yours.
5. Point out that changes frequently generate feelings, and each person's response may be different. Change may create stress. Support systems can help us deal with stress.
6. In Session 22, parents will have a chance to create a "Tree of Life" which symbolizes their support systems.
7. During the last two home visits, assist families to develop plans for ongoing support, re-enrollment, entry into another program, etc.





# PARENT PAGE

Number 20

# PASOS ADELANTE

## *PARENT PAGE*

In The Children's Class Today:

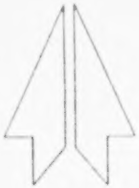
- Cooking Healthy Foods - children help to cook a snack using corn. Think of all the foods made with corn: popcorn, corn tortillas, cornbread, hominy, cereal, etc. Corn is used in the foods of many cultures.

- Water Table - children bathe baby dolls in the water table and groom them. Children learn about health and wellness.

- Read a Story Aloud - *Bright Eyes, Brown Skin* by Cheryl Hudson and Bernette Ford. A story about feeling healthy and confident.

## PARENT/CHILD ACTIVITIES REVIEW

- Today's activity is____________________________
- Remember: "The focus is on the child." What does this mean to you?
- What limits do you think are needed during Parent/Child Activities?
- What can you do if you need help?
- We support each other during Parent/Child Activities.



## AT HOME:

Use the home safety checklist on the back page. Decide if there is anything you would like to change at home.

Home safety helps children and parents:

☞ Lower stress

☞ Increase health and wellness

☞ Avoid discipline problems

# Session 21 A Resource From Our Community

| | |
|---|---|
| **Relaxation**<br>(10 minutes) | 1. Tense and Relax - Whole Muscle Group Technique (See Session 13, Page 173.) |
| **Welcome Back**<br>(20 minutes) | 1. Welcome / Bienvenidos<br>2. Affirmations (See Session 1, Pages 5-6, Extension of the Activity #2.)<br>3. Where Are You in Your Recovery Today? (See Session 17, Page 241.) |
| **Overview of Today's Sessions**<br>(15 minutes) | 1. Children's Group: Parent Page #21 (See Session 21, Pages 293-294.)<br>2. Parent Group: Review questions prepared for presenter (See Session 19, Page 267.) |
| **Parent Education**<br>(50 minutes) | 1. Community Resource Presentation (See Session 21, Page 295.) |
| **Break**<br>(10 minutes) | |
| **Parent Support or Continue Presentation**<br>(25 minutes) | 1. Parent-to-Parent Support (See Session 4, Pages 62-63.) OR<br>2. Continue Community Resource Presentation |
| **Closing**<br>(20 minutes) | 1. Feedback on the Community Resource Presentation (See Session 21, Page 295, Suggested Procedure #4 and #5.)<br>2. Review homework assignment (See Session 21, Parent Page #21.)<br>3. Parents and children reunite |

# Activity: Parent Page #21

**Learning Objective**

To strengthen parenting skills

**Materials Needed**

- 2 copies for each parent of Parent Page #21 found at the end of this session
- Optional: *Good Dog Carl* by Alexandra Day
- Optional: tape player and "Ev'rybody Loves Saturday Night" from the cassette tape *Looking Backward and Looking Forward* with Ella Jenkins

**Suggested Procedure**

1. Parents may place one copy of the Parent Page in their Family Album. The other copy is used during the session and then may be taken home.

Parent Page
Number 21

2. Optional: Invite parents to look at a copy of the book used in the children's group in this session. *Good Dog Carl* is a story told in pictures with a few lines of text. For the children's group, the focus of discussion is on having fun. For parents, the book raises the topic of safety. The parent in the story goes out and leaves her child in the care of the dog. Although the story is fantasy, the safety issues should be discussed if the parent group looks at the book.

3. Point out activities listed under "In the Children's Class Today". The theme for this session in the children's group is "Having Fun."

4. Homework: Review the homework assignment given in the "At Home" section of the Parent Page. Homework asks parents to think about their support systems. In Session 22, parents will do an art project related to their support systems. The art project uses a "Tree of Life."

   a. Ask if any family has a "Tree of Life" at home. If the parents are willing, invite them to share their tradition with the group.

**Extensions of the Activity**

1. Play the song "Ev'rybody Loves Saturday Night" for parents to listen to.

2. Play the song so that families will learn it. Sing it together on the van. Make up additional verses together.

## Activity: Parent Page #21

**Suggested Process Questions**

1. How does having fun contribute to a healthy lifestyle?
2. Why do you think children might need to learn about ways to have fun?
3. How does "having fun" help children (and adults) be drug-free?
4. How can you help your child grow up "having fun" without drugs?

## Activity: Community Resource Presentation

**Learning Objective**

To strengthen parenting skills through awareness of resources in the community

**Materials Needed**

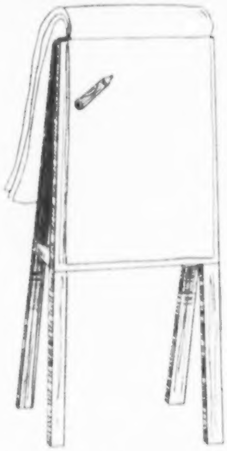
- To be determined by the presenter and group leader
- Copies of any handouts for each participant
- Easel pad (for use at closing to record feedback)
- Broad-tip marker

**Suggested Procedure**

1. Introduce the presenter to the group, or arrange to have a group member introduce the presenter. If a group member recommended the presenter to the group, invite that parent to lead the introduction.
2. Ask group members to introduce themselves to the presenter.
3. Assist the presenter, as needed.
4. Follow-up on the presentation with feedback from parents during "Closing" in this session. Use the process questions provided below or create your own.
5. Record feedback and comments from parents on the easel pad.

**Suggested Process Questions**

1. What did you like most about this presentation?
2. Did you find out anything you did not know?
3. How will this presentation be useful in your family life?
4. Did the presenter answer the questions you had? Which ones were answered? Not answered?
5. Did you disagree with any ideas or information offered?
6. How did the presenter show (or not show) understanding of your family? Respect for your culture?
7. How did you feel about the presentation? Were you uncomfortable at any time? What was going on then?



**Extension of the Activity**

1. Ask for a volunteer(s) to write a thank you letter to the presenter. Ask the group to review the letter and make any changes agreed on by the group. Provide a copy to members.

# Parent Page

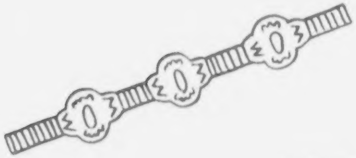
Number 21

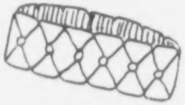
# PASOS ADELANTE

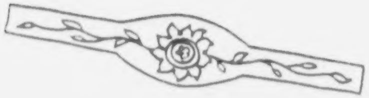
## *PARENT PAGE*

In The Children's Class Today:

- Art - make a wristband or other ornament to decorate yourself.







- Read a story aloud - *Good Dog Carl* by Alexandra Day. A toddler and the family dog have fun together.
- Movement to Music - singing and clapping, hopping or skipping to the folksong "Everybody Loves Saturday Night."

"Ev'rybody loves Saturday night
Ev'rybody loves Saturday night
Ev'rybody, everybody,
Ev'rybody, everybody,
Ev'rybody loves Saturday night."

### AT HOME:

Think about the people and/or activities which are your support system outside Pasos Adelante. Who do you get support from in your family? Among your friends? At church? At work? Other groups? Healers or caregivers?

________________ ________________

________________ ________________

________________ ________________

In Session 22, you can create a "Tree of Life" to symbolize your support system.

# Session 22 Circles of Support

| | |
|---|---|
| **Relaxation**<br>(10 minutes) | 1. Relaxation Exercise: Breathing (See Session 5, Page 69.) |
| **Welcome Back**<br>(10 minutes) | 1. Welcome / Bienvenidos<br>2. Invite questions or comments from the last session.<br>3. Where Are You in Your Recovery Today? (See Session 17, Page 241.) |
| **Overview of Today's Sessions**<br>(15 minutes) | 1. Children's Group: Parent Page #22 (See Session 22, Page 301.)<br>2. Parent Group: Agenda for the Day (See Session 1, Page 5.) |
| **Parent Education**<br>(60 minutes) | 1. Review Assertive Parent Messages Hand Out II (See Session 20, Pages 278-283.)<br>2. Tree of Life - My Support System (See Session 22, Pages 302-306.) |
| **Break**<br>(10 minutes) | |
| **Parent/Child Activity**<br>(25 minutes) | 1. Dream Catchers (See Session 22, Page 307.) |
| **Processing**<br>(10 minutes) | 1. What Was the Parent/Child Activity Like for You? (See Session 22, Page 308.) |
| **Closing**<br>(10 minutes) | 1. Review homework assignment (See Session 22, Parent Page #22.)<br>2. Review information and responsibilities for the Family Outing.<br>3. Parents and children reunite |

## Activity: Parent Page #22

**Learning Objective**

To strengthen parenting skills

**Materials Needed**

- 2 copies for each parent of Parent Page #22 found at the end of this session
- Optional: *Flap Your Wings and Try* by Charlotte Pomerantz
- Information on the Family Outing printed so that everyone can see it; e.g., date, time, place, map, etc.

**Suggested Procedure**

Parent Page
Number 22

1. Parents may place one copy of the Parent Page in their Family Album. The other copy is used during the session and then may be taken home.

2. Optional: Invite parents to look at a copy of the book used in the children's group in this session.

3. Review and discuss the activities listed under "In the Children's Class Today." The theme in the children's group for this session is "Saying Goodbye."

4. If needed, discuss each item under PARENT/CHILD ACTIVITIES REVIEW.

5. Describe for parents the background information on "Dreamcatchers" (See Session 22, Page 307, under Suggested Procedure #5.)

6. Invite parents to describe briefly (in a phrase or a few words) how they expect their children to react to the end of the sessions. How can parents cope with that? How can any problems be solved?

7. Review things needed for the Outing. Ask parents to make any notes needed to jog memory.

8. Ask each parent to fill in information on the Outing on the back of Parent Page #22.

## Activity: Tree of Life - My Support System

**Learning Objective**

To strengthen healthy parenting skills

**Materials Needed**

- "Tree of Life" pattern for each participant
- Candle pattern for each participant
- Multicultural symbols (See Appendix G, Page 344.)
- One copy of "AT HOME" section from Parent Page #20 for each parent
- Scissors
- Colored markers (fine tip and broad tip)
- Miscellaneous decorating materials such as glitter, shells, fabric scraps, ribbon, yarn, sequins, feathers, colored construction paper scraps, art tissue, etc.
- Glue in small bottles with applicator tops (or provide brushes)
- Copies of any brochures or information on community resources which support parents and families
- Easel pad and marker to record parent comments in Suggested Procedure #2 and response to Process Questions #4 and 5.
- 11"x17" tagboard for each participant

**Background Information for the Leader**

1. The "Tree of Life" is a folk art form usually made of clay. It originated in the Middle East. Examples are to be found in the folk art of India and other eastern cultures. The tree of life came to Mexico via Spain and blended both Spanish and Indian artistic traditions. In Mexico, the tree of life is common in the area of Matamoros and Metepec. The tree of life is usually highly decorated and holds candles. It is a symbol of rebirth and is used in ceremonies or to commemorate special occasions.

**Preparation**

1. Photocopy the "Tree of Life" pattern so that each participant has one.

2. Photocopy multicultural symbols and candle patterns so that there are enough for all participants to select and use what they want.

**Suggested Procedure**

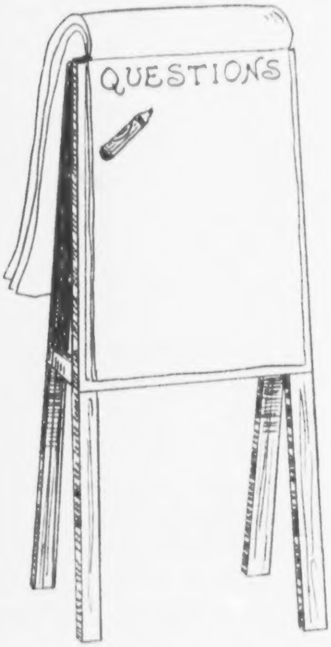
1. Introduce the significance of the "Tree of Life" using the information provided above, or invite a parent in the group to do this. Some parents may bring an example from home.

2. Invite parents to think about their support systems, and use Parent Page #21 to focus their thoughts on their own support systems. Ask for volunteers to share examples in response to

# Activity: Tree of Life - My Support System

**Suggested Procedure (continued)**

the questions on Parent Page #21. Record responses on the easel pad if that seems helpful. Help the group identify appropriate aspects of a support system.



3. Invite parents to use the materials provided to symbolize their support systems and decorate their own "Tree of Life." Mount the tree on tagboard to provide a stiff backing. Candle patterns may be used to identify specific people or activities which each person can rely on for support. These are mounted on the tree.

4. As the group works with the art materials, invite volunteers to share one or two aspects of their support system and the symbols which represent that.

5. Use the process questions below to help parents identify the strengths and limitations of their support system. Record parents answers to questions #5. Type or copy and distribute to parents with their notebooks at the Family Celebration.

6. Make available additional information on your community's resources for parents and families such as respite services, help-on-call, or child abuse prevention services.

**Suggested Process Questions**

1. What is a support system?

2. Who and what is part of your support system? Family? Friends? Church? Teachers? Counselors? Groups?

3. What kind of support can you expect from family? Friends? Neighbors? Group? Others?

4. What role does your support system play in your recovery? Staying clean?

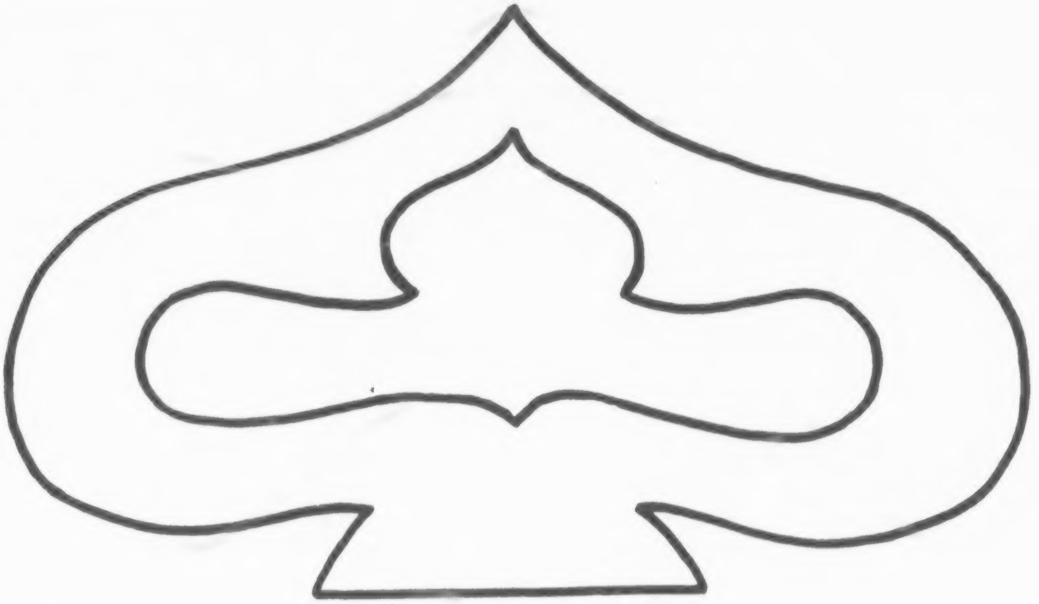
5. How can you as a parent use a support system? For which needs? How can you meet your need?

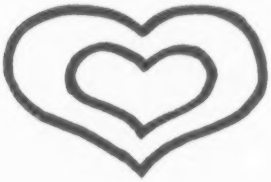
6. Are there parts of your life in which you do not have support?

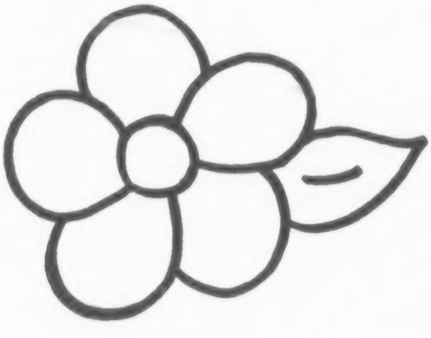
7. Do you think it is okay to ask for support or help? What do you do and say? What community resources have you used?

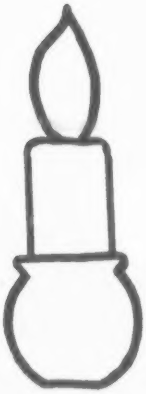
8. What kind of support do children need from parents?

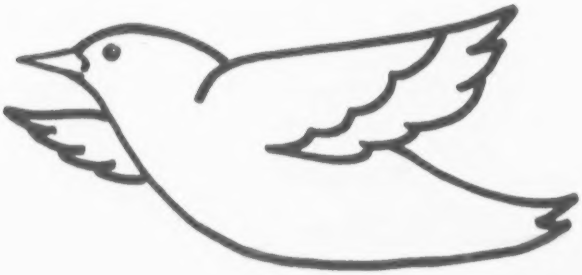
# Tree of Life Patterns



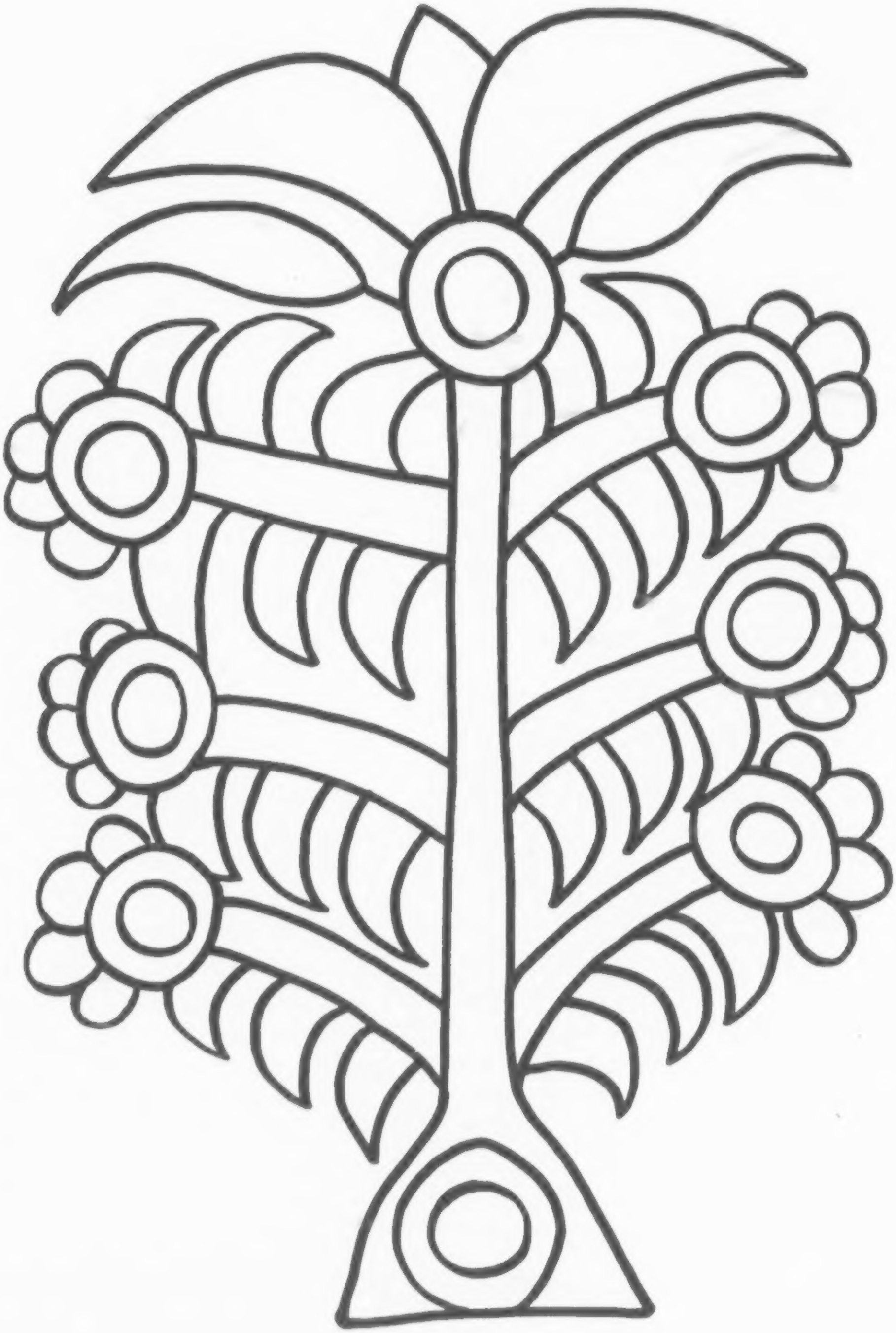




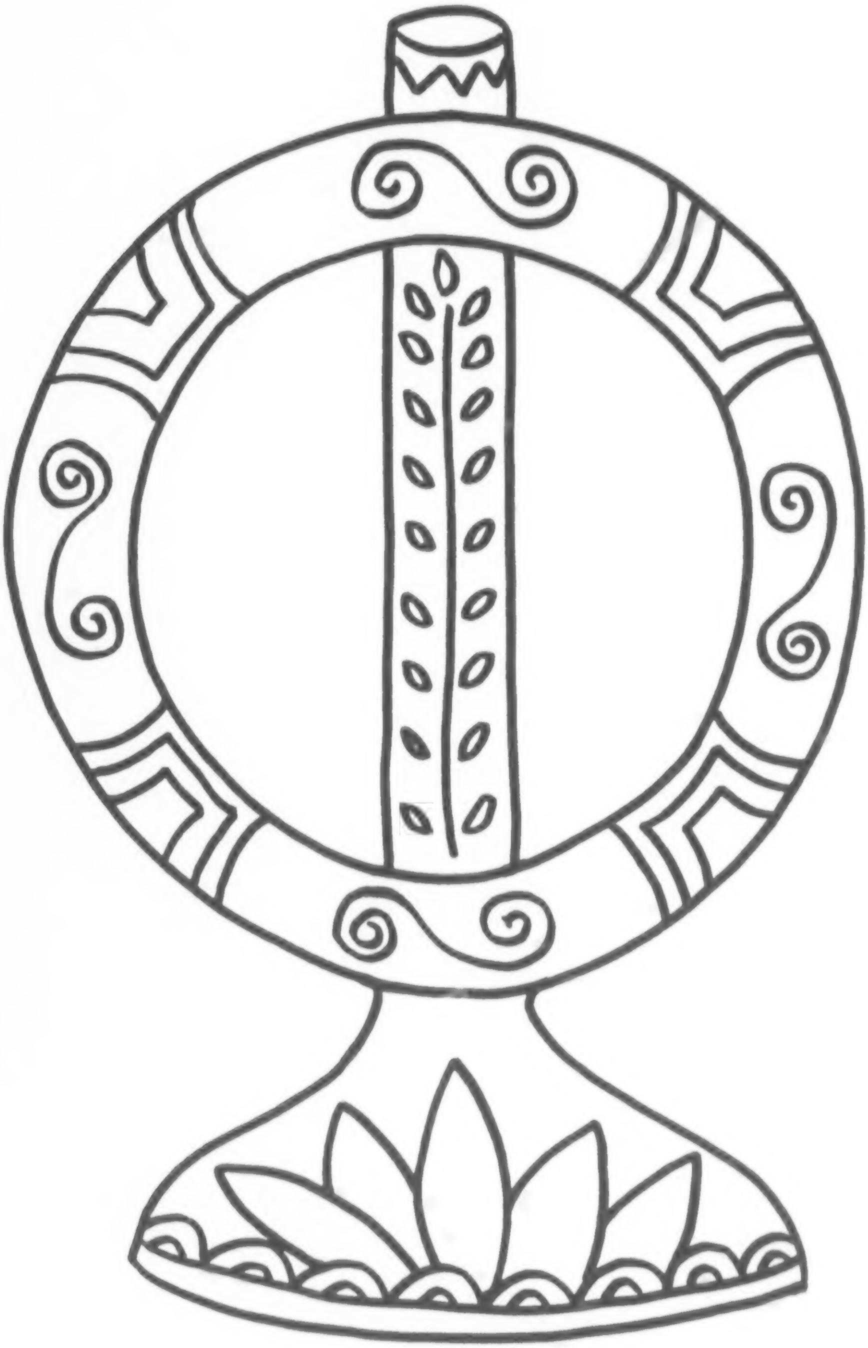




# Tree of Life Patterns



## Tree of Life Patterns



## Parent/Child Activity: Dream Catchers

**Learning Objectives**

To strengthen coping skills
To strengthen cultural appreciation

**Materials Needed**

The following materials may be provided by either the children's group leader or the parent group leader:

- Single hole punch
- For each dream catcher:
  8" plastic plate in choice of colors
  Yarn - four pieces 4" in length
  Feathers in several colors
  Fabric paints in several colors

**Suggested Procedure**

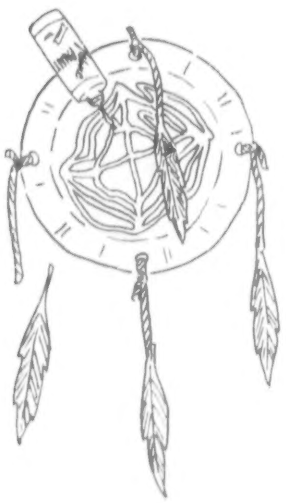
1. With hole punch make 4 holes equally spaced around the edge of the paper plate.

2. Attach a piece of yarn to each hole.

3. Invite each child to choose a feather to attach to the end of each piece of yarn.

4. Using fabric paints, each child makes a spider web of paint on the inside of the plate. Allow the paint to dry.

5. The dream catcher may be hung up at home. Photocopy the note for parents (below) and attach it to the "dream catcher."



Dream Catchers: In some families a "dream catcher" is hung above a sleeping baby. Some Native Americans believe it will catch "bad" dreams in the web of the center. The feathered streamers allow good dreams to trickle into the sleeping child's thoughts. Celebrate your family's good dreams, hopes and memories with this dream catcher.

**Extension of the Activity**

1. Read a children's book about dreams, such as:

*Across the Stream* by Mirra Ginsburg. N.Y., Greenwillow Books, 1982.
*Coyote Dreams* by Susan Nunes. N.Y., Atheneum, 1988.
*Dreams* by Ezra Jack Keats. N.Y., MacMillan, 1974.
*Dreamcatcher* by Audrey Osofsby. N.Y., Orchard Books, 1992.
*Matthews Dream* by Leo Lionni. N.Y., Knopf, 1991.
*The Dream Book* by Margaret Wise Brown. N.Y., Dell, 1991.

## Activity: What Was the Parent/Child Activity Like For You?

**Learning Objective**

To strengthen nurturing skills

**Materials Needed**

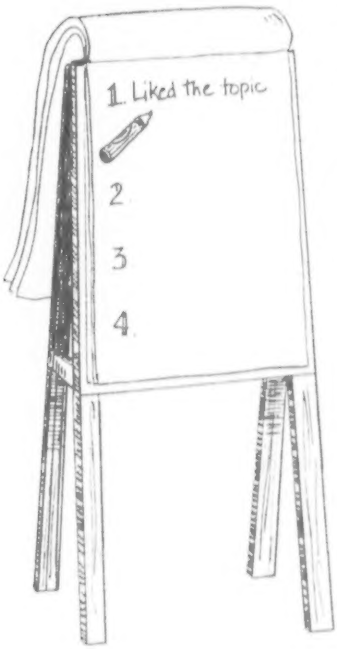
- Easel pad
- Broad-tip marker

**Suggested Procedure**

1. At the end of the Parent/Child Activity, parents return to the group room.
2. Facilitate a discussion of the activity with parents.
3. Use the process questions given below or create your own.

**Suggested Process Questions**

1. What was this Parent/Child Activity like for you?
2. What did you like about it?
3. Was there anything which was hard for you or your child?
4. How have Parent/Child Activities helped you during the Sessions?
5. What did you learn about how to interact with your child when the two of you do something together?
6. What kind of support do you want for yourself in your role as a parent during your child's growing up?

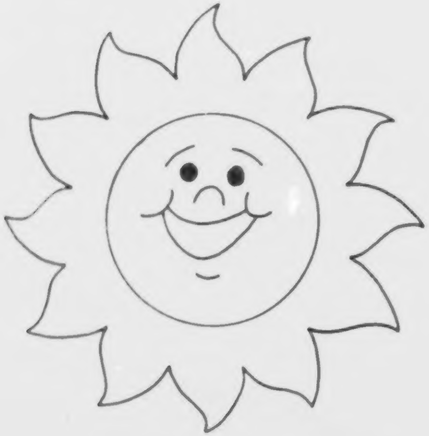


FAMILY OUTING:

DAY: ____________________

TIME: ____________________

PLACE: ____________________



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# Parent Page

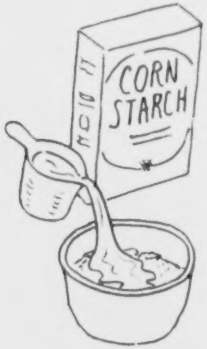
**Number 22**

# PASOS ADELANTE

## *PARENT PAGE*

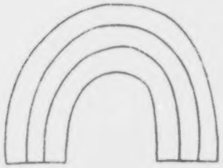
In The Children's Class Today:

- Art - Family Celebration Banner: children use small pieces of colored paper to create a colorful banner for the Family Celebration.
- Read a story aloud - *Flap Your Wings and Try* by Charlotte Pomerantz.
- Cornstarch "Goop" - mix and play with cornstarch and water. Add some scented flavors - lemon, mint, or vanilla. It's safe, relaxing, fun, and it feels soothing.



## PARENT/CHILD ACTIVITIES REVIEW

- Today's activity is Dreamcatchers. This is the last Parent/Child Activity.
- Remember: "The focus is on the child." What does this mean to you?
- What can you do if you need help?
- We support each other during Parent/Child Activities.



**AT HOME:**

Things I need for the Family Outing:

________________________________________

________________________________________

________________________________________

________________________________________

# Session 23 Family Outing

| | |
|---|---|
| Learning Objectives | To strengthen parenting skills<br>To strengthen family management skills<br>To strengthen positive discipline skills |

**Preparation**

1. Families should be involved in planning the outing. Begin preparation for this with the parent group in Session 17 or earlier.

**Family Outing**

1. Session 23 is a preplanned outing for parents, children and staff. Your program parents and staff can plan an outing appropriate for the group. Examples of outings which families have enjoyed are:

   - A trip to a children's museum followed by a picnic at a nearby park where there is play equipment for the children to use.

   - A visit to the zoo and a cookout at a nearby park.

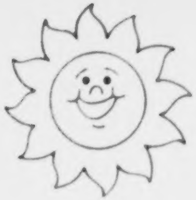
   - A pizza party and family games at the center.

   - A cultural experience such as visiting a Nacimiento, attending a Hannukah, Native American or Kwanza event, or sharing a meal at an Asian restaurant.

PASOS ADELANTE

# PARENT PAGE

Number 23



## THE FAMILY CELEBRATION:

DAY: ______________________________

TIME: ______________________________

PLACE: ______________________________

Things to Remember
for the Celebration

________________________________________

________________________________________

________________________________________

## PARENT EMPOWERMENT

- I can model a healthy lifestyle for my child.
- I can manage my own stress.
- I can deal with my own feelings such as anger or shame.
- I can make mistakes and learn from them.
- I can "let go" of things I can't control now.
- I can take responsibility for my own feelings, thoughts and actions.
- I can listen to my child.
- I can accept my child's feelings.
- I can influence my child by my actions and words.
- I can set limits for my child's behavior.
- I can pay attention to my child's positive actions.
- I can allow my child to be independent in safe and positive ways.

# Session 24 Family Celebration

**Learning Objectives**

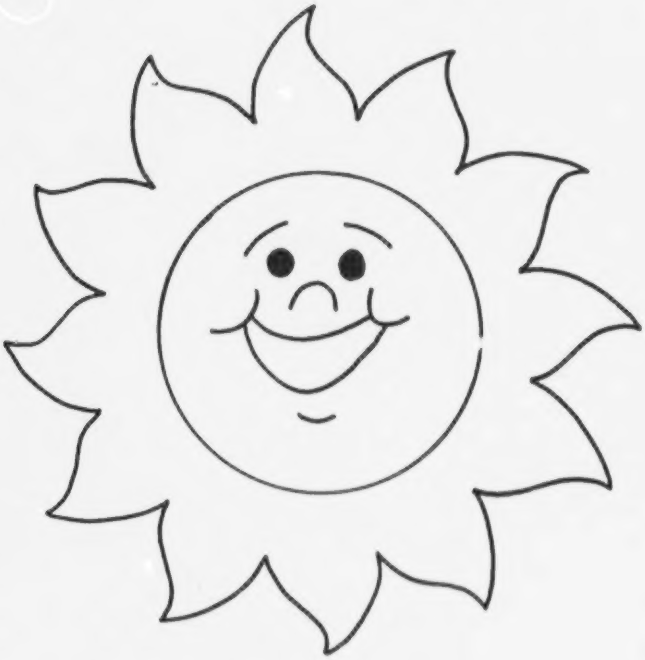
To strengthen parenting skills
To strengthen nurturing skills

**Preparation**

1. Families should be involved in planning the celebration. The planning process should begin several weeks ahead of time in Session 17 for example.

**Family Celebration**

1. Your program parents and staff can plan the type of festivity or ceremony which is appropriate for the group.
2. The family celebration should be personally meaningful and culturally relevant for families in the program.
3. The family celebration should recognize both the child and the parent as program participants.



## Appendix A Blank Calendar Page

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

## Appendix B

## Information for the Leader on Development in the School Age and Adolescent Years

### Information on Development in the School Age Years

Between about 6-12 years of age, important influences outside the family play a role in a child's development. Peer relationships, school, and play become increasingly important experiences. During this time, children grow more slowly than during the early childhood years. They gain more body control, balance and coordination. Often children compare their size and abilities with those of their friends. Games give 6-12 year olds opportunities to test themselves, explore rules and rule-making, engage in cooperative activity, and recognize other viewpoints. School-age children need support as they experience competition with peers. Self-esteem is important as they test their abilities and accomplishments in school and among friends. A child's sense of competence and successes in the school age years build motivation and work habits for later in life. If their needs are not met, school age children may grow up to feel inferior and unable to be successful in work and play.

### Information on Development in the Adolescent Years

Adolescence is a time of change. Puberty occurs and brings hormonal and body changes for both boys and girls. The ability to reason has developed so that adolescents can think using concepts and general principles. During this period of development, young people experiment with their identity, attitudes, and roles. They explore new behaviors. They seek independence from the family unit and begin to shape vocational goals. Peer group influences are important. Frequently this period of development brings conflict with parents. It is a time when young adults develop a sense of identity and their own place in the world. When their needs are not met, adolescents may lack a clear sense of identity and direction for achievement.

# Appendix B Sources of Materials on Child Development

**Publications**

1. Arizona Department of Education
   1535 W. Jefferson
   Phoenix, Arizona 85007

   Toll-free number: 1-800-352-4558

   "Up I Grow" -- for Parents: How Your Child Develops Birth to 5 Years." 1987

   "Y Sigo Creciendo -- Para Los Padres: Como Se Desarrolla Su Bebe Desde Nacimiento Hasta Los 5 Anos." 1989

   "Every Step Counts -- for Parents: How Your Child Develops Birth to 5 Years." 1990

   "Every Step Counts -- a Checklist for Your Child's Growth from Birth to Five." 1990

   There is a small fee for each copy of the publications. The Department of Education in your state may have similar publications available.

2. National Association for the Education of Young Children
   1834 Connecticut Avenue, N.W.
   Washington, D.C. 2009-5786

   Toll-free number: 1-800-424-4260

   A variety of pamphlets and books is available through NAEYC on a wide range of topics related to children, parents, and early childhood education.

3. Pre-K Today Magazine
   P.O. Box 54814
   Boulder, CO 80322-4814

   Toll-free number: 1-800-544-2919

   "Parent Pages" are printed in each issue of the magazine in English and Spanish. They may be copied and distributed without permission.

# Appendix B Sources of Materials on Child Development

**Publications (continued)**

4. General Sources: Pharmacies, health departments, pediatric clinics, HMO's and hospitals also may have free pamphlets or flyers on child development, parenting, child health, nutrition, etc. In some cases, a limited number of free copies may be available.

**Videos and Films**

1. Altschul Group Corporation
   1560 Sherman Avenue, Suite 100
   Evanston, IL 60201

   Toll-free number: 1-800-421-2363

   Videos in English and Spanish are available on range of child development topics. Videos of varied lengths are available.

2. Cornell University Audio-Visual Resource Center
   8 Business and Technology Park
   Ithaca, NY 14850

   Telephone: (607) 255-2090 or 2091
   FAX: (607) 255-9946

   A catalog is available and videos or films may either be rented or purchased. Videos on child development, child abuse, single parenting, family life, and grandparenting are listed.

3. General Sources:

   "Media Review"

   "Selective Guide to Audiovisuals for Mental Health and Family Life Education"

   These two publications may be available in your local library. Listings of films and videos on infant and child development, early childhood, family life, and parenthood are provided.

   If your community or region has a community mental health library, videos or films on child development may be available there. Public libraries also have collections of video tapes.

## Appendix C Pasos Adelante Contract

Parent's Name:____________________________________________
Date:____________________________________

Needs Assessment:

_____________________________ agrees to:
(Parent's Name)

_____________________________ will be supportive by:
(Name of Staff)

______________________________________________________________
(Parent Signature) (Date)

______________________________________________________________
(Staff Signature) (Date)

## Appendix D Pasos Adelante Home Visit Record

Date: ____/____/9__

Time: ______________ am/pm

Scheduled Appointment ( )

Unscheduled Appointment ( )

Broken Appointment ( )

Canceled Appointment ( )

Staff Member: ______________________________

Client ID: ______________________________

Length of Home Visit:

0-15 min ( ) 15-30 min ( )

30-45 min ( ) 45-60 min ( )

**Topics Discussed:** **Notes:**

( ) Parenting: ______________________________

( ) Family Issues: ______________________________

( ) Communication: ______________________________

( ) Appropriate Discipline: ______________________________

( ) Child Development: ______________________________

Language ( ) ______________________________

Motor Skills ( ) ______________________________

Coping Skills ( ) ______________________________

Social Skills ( ) ______________________________

Communication Skills ( ) ______________________________

Other ( ) ______________________________

( ) Curriculum Theme: ______________________________

( ) Other: ______________________________

**Activities Done:** ______________________________

Follow-Up: **Notes:**

( ) Counselor/Clinician: ______________________________

( ) Case Management: ______________________________

( ) Referral: ______________________________

( ) Other: ______________________________

Date of Report: ______________________________

Signature of Home Visitor: ______________________________

# Appendix D Supplementary Activities for Home Visit #1

**Parent Session Themes**

#1 Getting Started
#2 Parents Create the Parent Group

**Preschool Session Themes**

#1 Get Acquainted
#2 Get Acquainted

**Suggested Children's Books for Reading Aloud**

- Anholt, Catherine and Laurence. *All About You*
- Ash, Frank. *I Can Blink* (Interactive book, very brief)
- Chlad, Dorothy. *When I Ride in a Car*
- Crary, Elizabeth. *I Want It*
- Freeman, Don. *Dandylion*
- Milios, Rita. *Yo Soy*
- Spiers, Peter. *People*

**Suggested Activities**

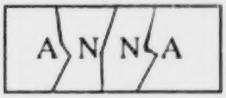
1. Ask the parent how s/he would like to use the home visit time. What are the parents' interests, needs, goals?

2. Explore and discuss the goals which parents have for themselves and their children. Use the "AT HOME" section of Parent Page #1 which is found at the end of Session 1. Invite each parent to fill in the blank spaces in the "AT HOME" section if s/he wishes.

3. Family Photographs: Look at and select a few favorite family photographs with parent and child for the family album. Photos may be placed in the book and labeled if desired. Select photos of the child for the Family Pictures Activity. (See Session 4, Page 56.)

4. Snack-Time Placemat: Make a snack-time placemat. (See Preschool Curriculum, Session 1, Page 45.) Since the placemat is used in the program, it is important for each child to have a chance to make one.

5. Name Puzzle: Make a name puzzle for the child. Print the child's name on a strip of tag board. Invite the child to color or draw on the tag board. Cover with clear contact paper. Cut letters apart in simple segments to be used as a puzzle.



## Appendix D Supplementary Activities for Home Visit #2

**Parent Session Themes**

#3 What Are My Goals?
#4 How My Child Grows and Changes

**Preschool Session Themes**

#3 Myself, Yourself
#4 Myself, Yourself

**Suggested Children's Books for Reading Aloud**

- Aliki. *My Five Senses*
- Apple, Margot. *Blanket*
- Burton, Marilee. *My Best Shoes*
- Carlson, Nancy. *I Like Me*
- Cauley, Lounda B. *Clap Your Hands*
- Levin, James. *Helping*
- Martin, Bill. *Here Are My Hands*
- *Tortillas Para Mama*

**Suggested Activities**

1. Ask the parent how s/he would like to use the home visit time. What are the parents' interests, needs, goals? How can the home visit be used to help the parent meet her/his goals?

2. Explore and discuss family traditions with parents and children. Use the "AT HOME" section of Parent Page #4 which is found at the end of Session 4.

3. Explore and discuss any parent/child separation concerns or problems which may have arisen.

4. Make a "handprint" for the Family Album with the parent and child together. (See Preschool Curriculum, Session 3, Page 61.)

5. Complete the "Collage of Things I Like" page used in the Preschool Curriculum. (See Preschool Curriculum, Session 5, Page 79.)

## Appendix D Supplementary Activities for Home Visit #3

**Parent Session Themes**

#5 How My Child Grows and Changes
#6 How My Child Grows and Changes

**Preschool Session Themes**

#5 Myself, Yourself
#6 My Family, Your Family

**Suggested Children's Books for Reading Aloud**

- Anholt, Catherine and Laurence. *All About You*
- Bailey, Debbie. *Brothers/Hermanos, Sisters/Hermanas, My Dad/Mi Papa, My Mom/Mi Mama*
- Dooley, Norah. *Everybody Cooks Rice*
- Greenspun, Adele A. *Daddies*
- Hayes, Sarah. *Eat Up, Gemma*
- Mayer, Mercer. *All By Myself*
- Reid, Mary. *How Have I Grown?*
- Zolotow, Charlotte. *A Father Like That*

**Suggested Activities**

1. Ask the parent how s/he would like to use the home visit time. What are the parents' interests, needs, goals? How can the home visit be used to help the parent meet his/her goals?

2. Explore and discuss what relaxation activities the parent has tried. What works well? Explore with the parent the stressors which s/he feels have an impact on the family. Try the breathing exercise in the "AT HOME" section of Parent Page #5 which is found at the end of Session 5.

3. Use the "AT HOME" section of Parent Page #6 found at the end of Session 6. to explore child development topics with the parent. The questions provided lead to the "Child's Name Web" activity in Session 7 (See Session 7, Pages 93-94.). Discussion with the parent might include the development of healthy individuality, appropriate boundaries for preschoolers, preschoolers egocentric thinking, young children's dependence needs, etc.

4. Use the flannel board and family figures for play with the children and discussion of diversity issues. How does the parent feel about teaching children about skin tones? Different kinds of families? Multicultural activities?

## Appendix D Supplementary Activities for Home Visit #4

**Parent Session Themes**

#7 Listening: What Does It Mean To Us?
#8 Listening: What Does It Mean To Us?

**Preschool Session Themes**

#7 My Family, Your Family
#8 My Family, Your Family

**Suggested Children's Books for Reading Aloud**

- Adoff, A. *Black Is Brown Is Tan*
- Buchanan, Ken. *This House Is Made of Mud / Esta Casa Está Hecha de Lodo*
- Cowen-Fletcher, Jane. *Mama Zooms.*
- Garza, Carmen L. *Family Pictures / Cuadros de Familia.*
- Keats, Jack Ezra. *Peter's Chair*
- Ryan, Pam Muñoz. *One Hundred is a Family.*
- Scott, Ann H. *On Mother's Lap*
- Willhoite, Michael. *Daddy's Roommate*

**Suggested Activities**

1. Ask the parent how she would like to use the home visit time. What are the parents' interests, needs, goals? How can the home visit be used to help the parent meet her/his goals?

2. Use the "AT HOME" section of Parent Pages #7 and/or #8 found at the end of Sessions 7 and 8 to explore and discuss with the parent how they pay attention to their children. How much attention do children need? When do they need it? Discuss how attention may reinforce behavior. Model listening skills.

3. Invite parents to discuss their hopes/concerns regarding Parent/Child activities which will begin in Session 10. Problem-solve with the parent to find strategies which are comfortable for the parent to use if s/he needs help with her/his child during Parent/Child activities.

4. Provide materials for parent and child to make some family figures puppets. (See Preschool Curriculum, Session 7, Page 99.)

## Appendix D Supplementary Activities for Home Visit #5

**Parent Session Themes**

#9 A Resource From Our Community
#10 Review and Evaluate Our Progress

**Preschool Session Themes**

#9 Everyone Has Feelings
#10 Everyone Has Feelings

**Suggested Children's Books for Reading Aloud**

- Ancona, George. *I Feel: A Picture Book of Emotions*
- Avery, Charles. *Everybody Has Feelings / Todos Tenemos Sentimientos*
- Brown, Margaret W. *The Runaway Bunny*
- Carle, Eric. *The Grouchy Ladybug*
- Kachenmeister, Cheryl. *On Monday When It Rained*
- Mayer, Mercer. *I Was So Mad*
- Watson, Jane. *Sometimes I'm Afraid*
- Zolotow, Charlotte. *The Hating Book* or *The Quarreling Book*

**Suggested Activities**

1. Ask the parent how s/he would like to use the home visit time. What are the parents' interests, needs, goals? How can the home visit be used to help the parent meet her/his goals?

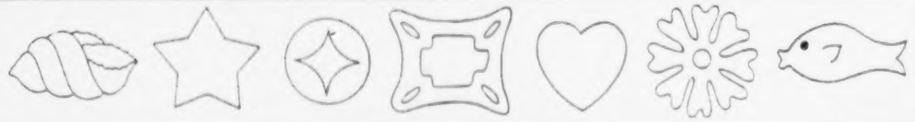
2. Use the "AT HOME" section of Parent Page #9 found at the end of Session 9 to explore and discuss listening skills with the parent. Model listening skills during the home visit.

3. Invite the parent to review her/his goals and discuss the ways in which s/he has begun to meet some of the goals. Use Parent Page #10 found at the end of Session 10, if desired.

4. Provide materials for an activity in which parent and child can express feelings and reduce stress; e.g., shaving cream play or playdough.

5. Complete the dictation page for the preschool activity "Children's Big Book: Everyone Has Feelings." (See Preschool Curriculum, Session 10, Pages 125-127.) This activity is also available in Session 11. Each child's page is incorporated into a book which the children's group reads in Session 12.

## Appendix D Everyone Has Feelings Dictation Page



# WHEN I FEEL...

HAPPY ________________________________

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SAD ________________________________

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MAD ________________________________

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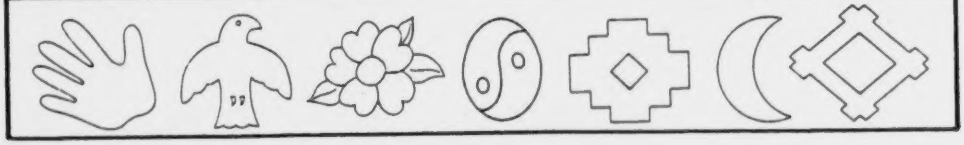

## Appendix D Supplementary Activities for Home Visit #6

**Parent Session Themes**

#11 Family Interactions
#12 Family Interactions

**Preschool Session Themes**

#11 Everyone Has Feelings
#12 Everyone Has Feelings

**Suggested Children's Books for Reading Aloud**

- Conklin, Susan and Levine, Susan. *All My Feelings At Home.*
- Greenfield, Eloise. *My Daddy and I*
- Joose, Barbara. *Mama, Do You Love Me?*
- Lindsay, Jeanne. *Do I Have A Daddy?*
- Scott, Anne H. *On Mother's Lap*
- Simon, Norma. *Children Do, Grown Ups Don't* or *Sam*
- Stanton, Elizabeth and Harry. *Sometimes I Like to Cry*
- Zolotow, Charlotte. *A Feather Like That*

**Suggested Activities**

1. Ask the parent how s/he would like to use the home visit time. What are the parents' interests, needs, goals? How can the home visit be used to help the parent meet her/his goals?

2. Explore and discuss with the parent the ways in which her/his family maintains a sense of stability or balance. How can the program support the parent/family when it becomes unbalanced?

3. Use the handout "Parents Are V.I.P.'s" to explore and discuss their children's roles in the family with parents. The hand out includes four roles, one to a column. They may be used separately by cutting the columns apart and trimming the margins so they are even. (See Appendix D, Pages 330-331.)

4. Provide materials for an activity in which parent and child can express feelings and reduce stress; e.g., shaving cream play or playdough. Use the "AT HOME" section of Parent Page #12 found at the end of Session 12 to explore and discuss how the parent can handle a child's anger, fear, or sadness.

YOU MAKE
A DIFFERENCE!

## PARENTS ARE V.I.P.'S

(Very Important People)

- especially to their children -

## PARENTING A SUPER-RESPONSIBLE CHILD

If your child is super-responsible most of the time, here are some ways to help your child.

Encourage your child to:

- PLAY
- DO SOMETHING FUN
- RELAX, DO NOTHING
- ACCEPT MISTAKES
- RECOGNIZE HER/HIS FEELINGS

YOU MAKE A DIFFERENCE!
- especially to your child -

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YOU MAKE
A DIFFERENCE!

## PARENTS ARE V.I.P.'S

(Very Important People)

- especially to their children -

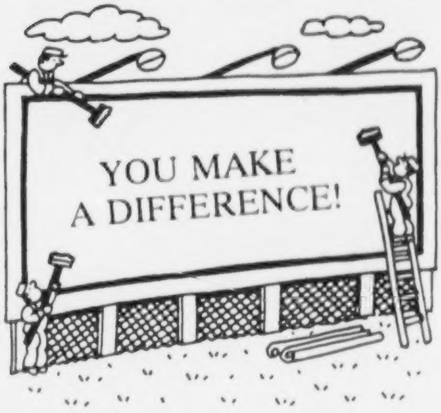
## PARENTING A CHILD WHO JOKES ABOUT SERIOUS THINGS

If your child is a "comic" who jokes or entertains the family in stressful times, here are some ways to help your child.

Give your child:

- INDIVIDUAL ATTENTION
- CHANCES TO RECOGNIZE FEELINGS
- OKAY WAYS TO EXPRESS FEELINGS
- PERMISSION TO EXPRESS FEELINGS
- A SENSE OF SAFETY

YOU MAKE A DIFFERENCE!
- especially to your child -



## PARENTS ARE V.I.P.'S

(Very Important People)

- especially to their children -

## PARENTING A CHILD WHO IS OFTEN IN TROUBLE

If your child is in trouble most of the time, here are some ways to help your child.

Give your child:

- CLEAR, CONSISTENT LIMITS
- CLEAR DIRECTIONS ABOUT WHAT TO DO (instead of what not to do)
- RECOGNITION FOR EVERYTHING S/HE DOES RIGHT
- CHANCES TO BE A SUCCESS
- OKAY WAYS TO EXPRESS FEELINGS

YOU MAKE A DIFFERENCE!
- especially to your child -

---

YOU MAKE
A DIFFERENCE!

## PARENTS ARE V.I.P.'S

(Very Important People)

- especially to their children -

## PARENTING A CHILD WHO NEVER MAKES DEMANDS

If your child is "invisible" or never makes any demands here are some ways to help your child.

Encourage your child to:

- PLAY WITH OTHERS
- JOIN FAMILY ACTIVITIES
- EXPRESS FEELINGS
- FEEL PROUD OF HER/HIS ACCOMPLISHMENTS AND POSITIVE CONTRIBUTIONS
- TALK WITH YOU

YOU MAKE A DIFFERENCE!
- especially to your child -

## Appendix D Supplementary Activities for Home Visit #7

**Parent Session Themes**

#13 A Resource From Our Community
#14 Parenting in Recovery: Stress Assessment

**Preschool Session Themes**

#13 Friends Can Be Alike and Different
#14 Friends Can Be Alike and Different

**Suggested Children's Books for Reading Aloud**

- Brown, Tricia. *Hello, Amigos*
- Burnett, Rochelle. *Friends in the Park*
- Greenfield, Eloise. *Big Friend, Little Friend*
- Hamanaka, Sheila. *All the Colors of the Earth*
- Hutchins, Pat. *The Doorbell Kings*
- Mayer, Mercer. *This is my Friend* or *Just My Friend and Me*
- Reiser, Lynn. *Margaret and Margarita*
- *We Are All Alike...We Are All Different*

**Suggested Activities**

1. Ask the parent how s/he would like to use the home visit. What are the parents' interests, needs, goals? How can the home visit be used to help the parent meet her/his goals?

2. Use the home visit to continue discussion of stress and coping strategies. For example, follow up on the homework assignment which asks the parent to identify three ways s/he copies with stress. It also asks the parent to identify how her/his child shows signs of stress. (See Session 14, Parent Page #14.)

3. Follow up on discussions of safe friendship boundaries. (See Parent Page #14.) Other personal safety topics may also be appropriate for discussion during this home visit. Some children's books on safety are listed in Session 14 of the parent curriculum. (See Session 14, Page 181.) What are the parent's concerns about the child's personal safety? What situations do parents see as unsafe for children? How are children's safety needs different from those of adults? How does a parent decide when she needs to protect a child? When a child can be allowed to take a risk?

4. "Help a Puppet With a Problem." Use hand puppets to model and/or role play refusal skills with parent and child. Use the puppets to introduce a problem in which refusal skills can be used. (See Appendix D, Page 333.)

## Appendix D Help a Puppet With a Problem

### Sofia's Problem

Sofia is 3-years-old. Her mother/father allows her to go to the trailer next door to play with Anna who is 4-years-old. Anna has a 17-year-old brother who is frequently home while the girls are playing. He usually drinks beer or smokes marijuana when he is at home. Anna's mother/father sometimes asks him to watch the girls while s/he goes out. One day he asks Sofia if she wants to taste his beer.

Sofia has to decide what to do. What can she say? Do? What can her mother say? Do?

### Model Refusal and Problem-Solving

Use the puppet to show how Sofia can say "No thank you. I do not want beer." Brainstorm other possible actions. Sofia could go home, tell her parents, ask for their help, etc.

Use the puppets to brainstorm possible solutions for Anna's family. What can Anna do? What can her parents do?

## Appendix D Supplementary Activities for Home Visit #8

**Parent Session Themes**

#15 Parenting in Recovery: Coping With Stress In the Family
#16 Parenting in Recovery: Guiding Children's Behavior

**Preschool Session Themes**

#15 Friends Can Be Alike and Different
#16 Friends Can Be Alike and Different

**Suggested Children's Books for Reading Aloud**

- Crary, Elizabeth. *I Want It* or *I Want To Play*
- DeZutter, Hank. *Who Says a Dog Goes Bow-Wow*
- Dwight, Laura. *We Can Do It*
- Ets, Marie Hall. *Play With Me*
- Everett, Louise. *Amigo Means Friend*
- Moroney, Lynn. *Baby Rattlesnake* told by TeAta
- Young, Ruth. *Golden Bear*
- Zolotow, Charlotte. *Williams Dolls*

**Suggested Activities**

1. Ask the parent how s/he would like to use the home visit. What are the parents' interests, needs, goals? How can the home visit be used to help the parent meet her/his goals?

2. Review and continue discussion of the child's responses to stress. (See Parent Pages #14-and #15.) Parent Page #14 asks the parent to identify three ways the child shows stress. Parent Page #15 provides a checklist. If a child shows signs of stress continuing over a period of time, a plan to cope with the situation may be needed. Can the child's stress be reduced by reducing activities, developing a predictable schedule? Is the child's stress related to a problem at home such as domestic or neighborhood violence, parental relapse, a car accident or other traumatic experience, etc. If so, explore what community resources the parent may be open to utilizing to cope with the issues.

3. Use the "Parent Empowerment" section of Parent Pages #15 or #16 to explore and discuss with the parent any stress related behaviors which are relevant to the family's situation.

4. Use a copy of the hand out "Workable Rules/Limits", or the "AT HOME" section of Parent Page #16 to continue exploration and discussion with the parent on limit-setting. The story *Baby Rattlesnake* or one of the books by Elizabeth Crary in the list of suggested children's books (above) may also be used to discuss behavior, limit-setting, and solutions to some behavior problems.

## Appendix D Supplementary Activities for Home Visit #9

**Parent Session Themes**

#17 A Resource From Our Community
#18 Parenting in Recovery: Guiding Children's Behavior

**Preschool Session Themes**

#17 Taking Care of Yourself
#18 Taking Care of Yourself

**Suggested Children's Books for Reading Aloud**

- Aliki. *Germs Make Me Sick*
- Frankel, Alona. *Once Upon a Potty*
- Hudson, Cheryl W. and Bernette G. Ford. *Bright Eyes, Brown Skin*
- MacKinnon, Debbie and Anthea Sieveking. *All About ME*
- Mayer, Mercer. *All By Myself*
- Oxenberg, Helen. *Dressing*
- Rogers, Fred. *Going to the Dentist*
- Teague, Kati. *Getting Dressed* (English/Spanish)

**Suggested Activities**

1. Ask the parent how s/he would like to use the home visit. What are the parents' interests, needs, goals? How can the home visit be used to help the parent meet her/his goals?

2. Use the "AT HOME" section and home safety checklist on Parent Page #18 to explore and discuss household safety with the parent.

3. Utilize community resources and donations to create a personal health and hygiene kit for the child. The kit might include a child's toothbrush, comb, bar of soap, toothpaste, a small package of kleenex, a pair of socks, etc. Use the book *Going to the Dentist* (see list above) to talk about dental hygiene.

4. Discuss the need for immunizations with the parent. Provide information on locally available free clinics, if needed.

5. Begin to discuss with the parent plans for parent and child at the end of the program. What comes next? What are the parents' interests? What does the parent see as the child's needs?

## Appendix D Supplementary Activities for Home Visit #10

**Parent Session Themes**

#19 Parenting in Recovery: Guiding Children's Behavior
#20 Parenting in Recovery: Guiding Children's Behavior

**Preschool Session Themes**

#17 Taking Care of Yourself
#18 Taking Care of Yourself

**Suggested Children's Books for Reading Aloud**

- Chlad, Dorothy. *Safety Town Books (Series)*
- Crary, Elizabeth. *I'm Lost*
- Dwight, Laura. *We Can Do It*
- Emberley, Rebecca. *Taking A Walk/Caminando*
- Freeman, Lory. *It's My Body/Mi Cuerpo Es Mio*
- Freeman, Lory. *Loving Touches*
- Gomi, Taro. *Coco Can't Wait*

**Suggested Activities**

1. Ask the parent how s/he would like to use the home visit. What are the parents' interests, needs, goals? How can the home visit be used to help the parent meet her/his goals?

2. If the parent is willing and able to handle this appropriately, re-read *It's My Body* by Lory Freeman with the parent and child together. Model responses to the child's questions for the parent, if needed. Model and practice the responses to uncomfortable touch which are suggested in the book.

3. Use the hand out "What Is Assertiveness" to problem-solve the use of assertive behaviors with the parent. How do assertive parent messages work for you at home? How does your child respond? What problems have arisen? Discuss and complete the "AT HOME" section of Parent Page #20.

4. Use "Accidents Will Happen" pictures to continue a discussion of safety with the parent and child. Invite the child to color the pictures, cut them out, and/or hang them up at home. (See Session 20, Pages 285-286.)

5. Invite the child to enjoy playdough, shaving cream or blowing bubbles. Model and discuss the use of encouragement to guide behavior with the parent.

6. Continue to develop plan for the parent and child at program closure. Take appropriate steps and support the parent in carrying out decisions or actions related to the plan.

# What Is Assertiveness?

## How I Behave

| | |
|---|---|
| I am **NON-ASSERTIVE** when | • I do not state my needs, wants, ideas, or feelings even when I want to<br>• I put myself down when I state my needs, wants, ideas or feelings |
| I am **ASSERTIVE** when | • I state my needs, wants, ideas or feelings directly AND<br>• I also pay attention to the opinions and feelings of others |
| I am **AGGRESSIVE** when | • I state my needs, wants ideas or feelings AND<br>• I pay no attention to the opinions and feelings of others |

## How I Feel

| | |
|---|---|
| When I am **NON-ASSERTIVE,** I will probably feel | • Disappointed with myself<br>• Angry or resentful later<br>• Anxious |
| When I am **ASSERTIVE,** I will probably feel | • Confident<br>• Good about myself now and later<br>• Respected and valued |
| When I am **AGGRESSIVE,** I will probably feel | • That I am right<br>• That I can vent anger<br>• Superior to others |

## What Happens

| | |
|---|---|
| When I am **NON-ASSERTIVE,** what happens is | • I don't usually get what I want<br>• I try to please others<br>• My anger builds up<br>• I avoid conflict and unpleasantness |
| When I am **ASSERTIVE,** what happens is | • I often get what I want<br>• I feel good, respected by others<br>• My self-esteem and confidence are up<br>• I usually enjoy relationships with others |
| When I am **AGGRESSIVE,** what happens is | • I often get what I want<br>• Others often feel angry, hurt or that they don't count<br>• I vent anger<br>• I feel superior |

## Appendix D Supplementary Activities for Home Visit #11

**Parent Session Themes**

#21 A Resource From Our Community
#22 Circles of Support

**Preschool Session Themes**

#21 Having Fun
#22 Saying Goodbye

**Suggested Children's Books for Reading Aloud**

- Asch, Frank. *Goodbye House*
- Brown, Margaret. *The Dream Book*
- Day, Alexandra. *Good Dog, Carl*
- Lionni, Leo. *Matthew's Dream*
- Modesitt, Jeanne. *Sometimes I feel Like a Mouse*
- Osofsby, Audrey. *Dreamcatcher*
- Pomerantz, Charlotte. *Flap Your Wings and Try*
- Stanton, Elizabeth and Harry. *Sometimes I Like to Cry*

**Suggested Activities**

1. Ask the parent how s/he would like to use the home visit. What are the parents' interests, needs, and concerns?

2. Follow-up on plans for parent and child at program closure. Support the parent in carrying out the plan, as needed. Complete referrals, as appropriate. Review strategies to help the family maintain gains or build upon achievements. Provide information on continuing Pasos Adelante program activities and sessions.

3. Use the "AT HOME" section of Parent Page #21 to discuss support systems with the parent. (See Session 1, Parent Page #21.)

4. Take materials for parent and child each to make a "Dreamcatcher." Read *The Dream Book* by Margaret Wise Brown or another children's book about dreams.

## Appendix D Supplementary Activities for Home Visit #12

**Parent Session Themes**

#23 Family Outing
#24 Family Celebration

**Preschool Session Themes**

#23 Family Outing
#24 Family Celebration

This is the last home visit. For families who want to re-enroll in the program, it may begin an "intermission" period. For other families, this home visit may be part of the termination process.

**Suggested Activities**

1. Ask the parent how s/he would like to use the home visit. What are the parent's needs or plans for the visit?

2. Reflect on accomplishments. Discuss what the parent sees as her/his own successes and as gains for her/his child.

3. Complete plans for the future. Complete referrals or transitions into other support groups, programs, etc., as appropriate. Review strategies to help the family maintain gains or build upon goals already achieved. Provide information on continuing Pasos Adelante program activities and sessions.

4. Facilitate the child's separation from the program.

    - Use puppets to role play an experience of separation.
    - Make and exchange self portraits or other drawings to keep.
    - Do a favorite activity with the child.

## Appendix E Reading/Resources for the Parent Group Leader

**Resource**

National Clearinghouse for Alcohol and Drug Information (NCADDI)

Address: P.O. Box 2345
Rockville, MD 20847-2345
Telephone: 1-800-729-6686

NCADDI is an excellent resource for books, posters, brochures and videos on all topics related to alcohol, tobacco, and other drug abuse. To obtain their catalog, call the telephone number above. Most materials may be ordered free of charge.

**Topics: Alcohol Tobacco, and Other Abuse**

Arkin, E.B. and J.E. Funkhouser, eds. *Communicating About Alcohol and Other Drugs: Strategies for Reaching Populations at Risk.* OSAP Prevention Monogrtphy #5. Rockville, MD, Office for Substance Abuse Prevention, 1990.

Brown, Stephanie. *Treating the Alcoholic: A Developmental Model of Recovery.* N.Y., Wiley and Sons, 1985.

Cardwell, C.N. et al. *Helping Chronically Addicted Adolescents.* Ch. 3: Arrested Development - Children in Adult Bodies." TAB Books, 1994.

Fossum, Merle A. and Marilyn J. Mason. *Facing Shame: Families in Recovery N.Y., W.W. Norton, 1986.*

Gorksi, Terence T. and Merlene Miller. *Staying Sober: A Guide for Relapse Prevention.* Independence, MO., Herald House, 1986.

Kumpfer, Karol L. and DeMarsh, J. Family environmental and genetic influences on children's future chemical dependency. *Journal of Children in Contemporary Society.* 18(1-2): 49-91, Fall-Winter, 1985.

*Parent Training Is Prevention: Preventing Alcohol and Other Drug Problems Among Youth in the Family.* U.S. Dept. of Health and Human Services Publications N. (ADM)91-1715. Rockville, MD, Office for Substance Abuse Prevention, 1991.

# Appendix E Reading/Resources for the Parent Group Leader

**Topic: Child Development**

Allen, K.E. and L. Marotz. *Developmental Profiles: Birth to Six.* Delmar Publishers, 1989.

Elkind, D. *Understanding Your Child: Birth to Sixteen.* Boston, Allyn and Bacon, 1994.

Greenspan, S. and N.T. Greenspan. *First Feelings: Milestones in the Emotional Development of Your Baby and Child, N.Y., Penguin, 1985.*

**Topic: Children of Alcoholics and Other Drug Abusers**

Brown, S. *Treating Adult Children of Alcoholics: A Developmental and Developmental Perspective.* N.Y., Wiley, 1988.

Robinson, Bryan E. *Working With Children of Alcoholics: The Practitioner's Handbook.* Lexington, MA, Lexington Books, 1989.

**Topic: Children Prenatally Exposed to Alcohol and Drugs**

Cook, P.S. et al. *Alcohol, Tobacco, and Other Drugs May Harm the Unborn.* Rockville, MD U.S. Department of Health and Human Services Publication #(ADM)92-1711, Office of Substance Abuse Prevention.

Dorris, Michael. *The Broken Cord.* N.Y., Harper, 1989.

Kronstadt, Diana. *Substance Abuse During Pregnancy - Impact on mothers and Children; A Guide to Resources.* Office of Substance Abuse Prevention. Division of Demonstrations and Evaluation (no date).

**Topic: Family Systems**

Finley, B.G. "The Family and Substance Abuse." In Gerald Bennett et al, eds. *Substance Abuse: Pharmacologic, Developmental, and Clinical Perspectives.* N.Y., Wiley, 1983.

Satir, V. *The New Peoplemaking.* Mountain View, CA, Science and Behavior Books, 1988.

Wegscheider, S. *Another Chance: Hope and Health for the Alcoholic Family.* Palo Alto, CA, Science and Behavior Books, 1981.

**Topic: Group Process**

Corey, G. and M.S. Corey, *Groups: Process and Practice.* Pacific Grove, CA, Brooks/Cole, 1992.

## Appendix E Reading/Resources for the Parent Group Leader

| | |
|---|---|
| | Kottler, J.A. *Advanced Group Leadership.* Pacific Grove, CA, Brooks/Cole, 1994. |
| **Topic: Helping Skills** | Egan, G. *The Skiller Helper: Model, Skills and Methods for Effective Helping.* 2nd ed. Monterey, CA, Brooks/Cole 1982. |
| **Topic: HIV/AIDS** | The Public Health Department in your community may be able to provide free pamphlets or reading materials. |
| | Brown, M.A. and G.M. Powell-Cope. *Caring for a Loved One With AIDS.* Seattle, University of Washington, 1992. |
| | Douglas, P.H. and L. Pinsky. *The Essential AIDS Fact Book.* N.Y., Pocket Books, 1992. |
| | King, M.B. *AIDS, HIV and Mental Health.* Cambridge University, 1993. |
| **Topic: Home Visiting** | Wasik, B.H. et al. *Home Visiting: Procedures for Helping Families.* Newbury Park, CA, Sage Publications, 1990. |
| **Topic: Multi-Cultural Anti-Bias Education** | Derman-Sparks L. et al. *Anti-Bias Curriculum: Tools for Empowering Young Children.* Washington, D.C., National Association for the Education of Young Children, 1989. |
| | Lynch, E.W. and M.J. Hanson, eds. *Developing Cross-Cultural Competence: A Guide for Working With Young Children and Their Families.* Beltimore, Paul H. Brookes. |
| **Topic: Parent Education Support** | Curran, D. *Working with Parents: Dolores and Curran's Guide to Successful Parent Groups.* Circle Pines, MN, American Guidance Services, 1989. |
| **Topic: Stress Management** | Davis, Martha et al. *The Relaxation and Stress Reduction Workbook.* Oakland, CA, New Harbinger Publications, 1988. |

## Appendix F Role Playing

**Information**

In role playing, a real-life event or role is acted out by persons who are "pretending" to be someone experiencing a certain situation. Role playing is a strategy which can help those learning new behaviors to put them into practice. For that reason, it is worthwhile to use role playing in parent sessions when group members are willing. However, many parents in the Pasos Adelante program are not comfortable with role playing. Many people feel some discomfort in trying new behaviors. For parents in this program, those feelings of discomfort are often compounded by poor self-esteem, a sense of shame, difficulty with perspective-taking or empathy, and either the need to appear perfect or to avoid responsibility. The risks of exposure and failure in role playing can seem very high to program participants. For this reason, we have found that role playing is most likely to be successful when:

- a group of parents has worked together for an extended period of time
- the group has a high level of trust and mutual acceptance
- the leader or co-leaders demonstrate role-playing repeatedly prior to involving participants
- guided imagery or other group exercises using the imagination precede any attempt at role-playing by participants

Once a group seems ready to use role-playing, there are several ways to encourage and support the process:

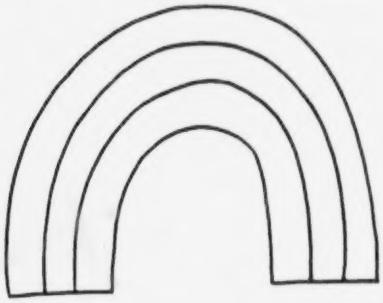
- always demonstrate or model skills before asking participating to role play
- allow participants to choose the role they would prefer to play
- select non-threatening and simple situations to begin the use of role plays
- provide encouragement for "the courage to try"
- start discussion of completed role plays with comments on the strengths of the role play
- approach areas for improvement as "suggestions for increased effectiveness" or "another tactic might be..."

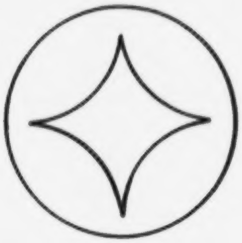
**Resources**

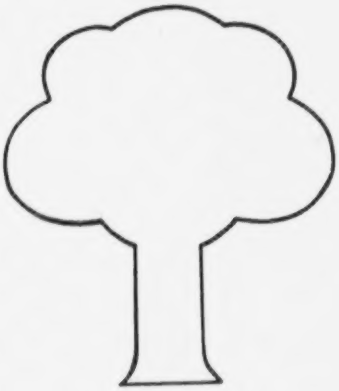
Chesler, M. and R. Fox. *Role-Playing Methods in the Classroom*. Chicago, SRA. 1966.

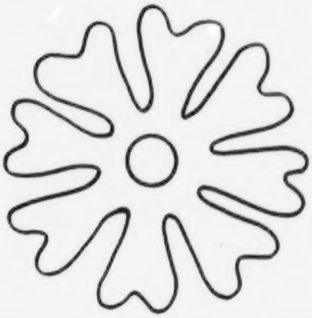
Van Ments, M. *The Effective Use of Role Play: A Handbook for Teachers and Trainers*. Kogan Page, 1983.

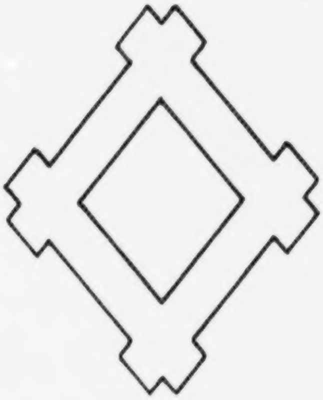
## Appendix G Multicultural Patterns

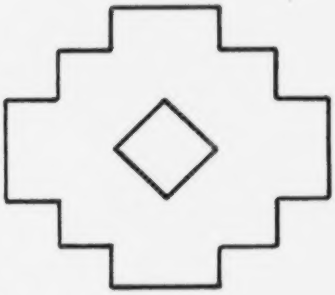


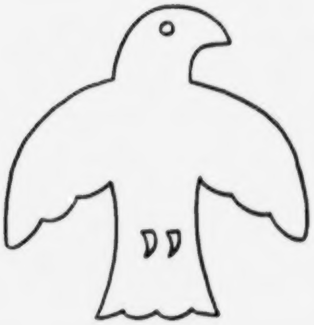


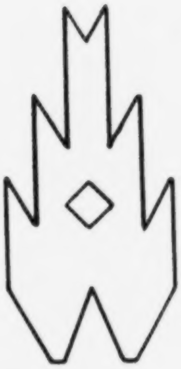


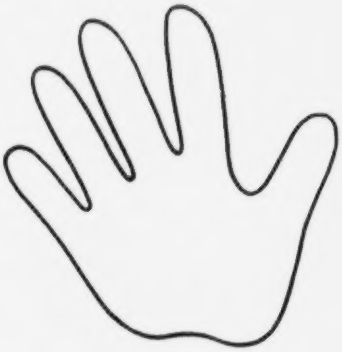




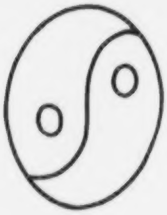


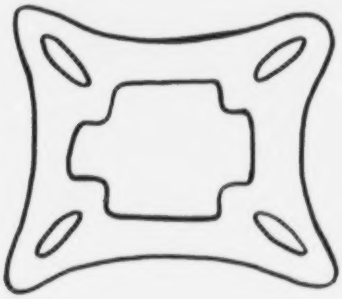


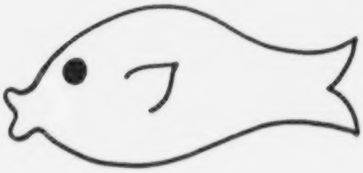


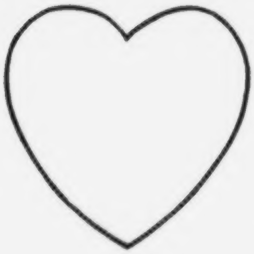


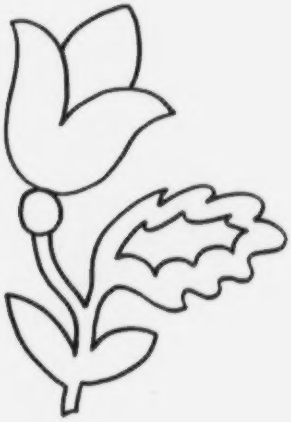
# Appendix G Multicultural Patterns

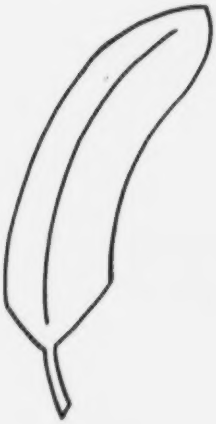


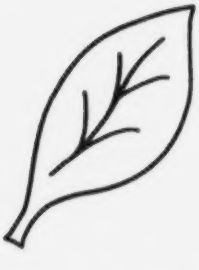


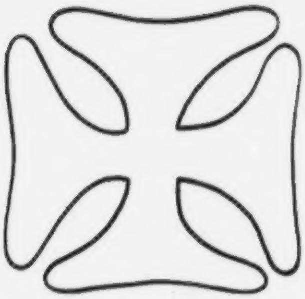


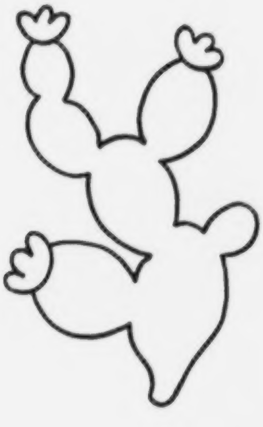












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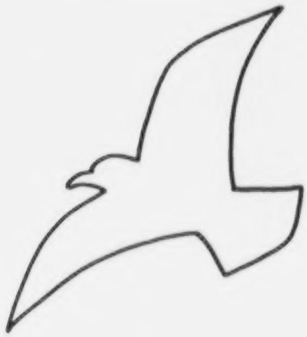

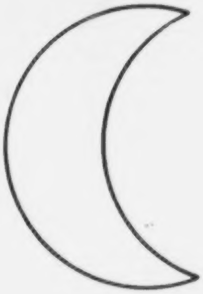

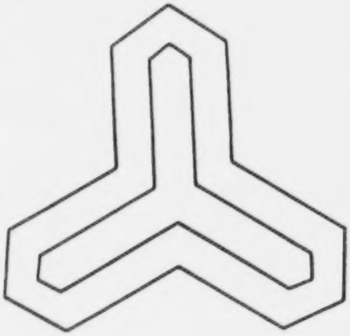

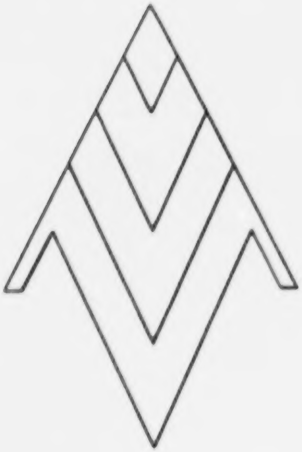

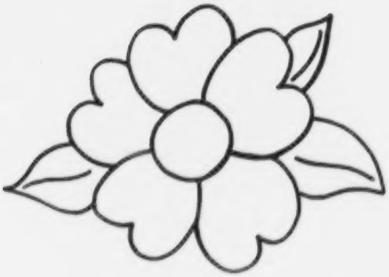

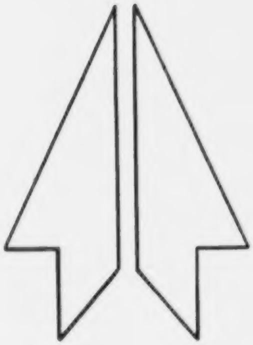

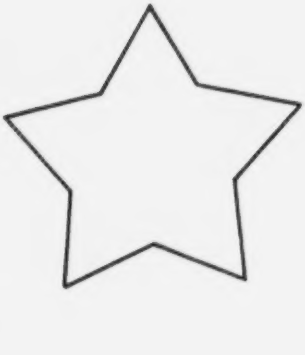

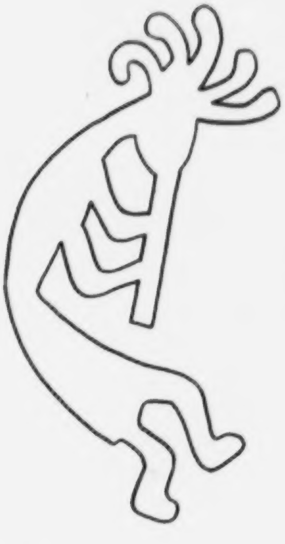

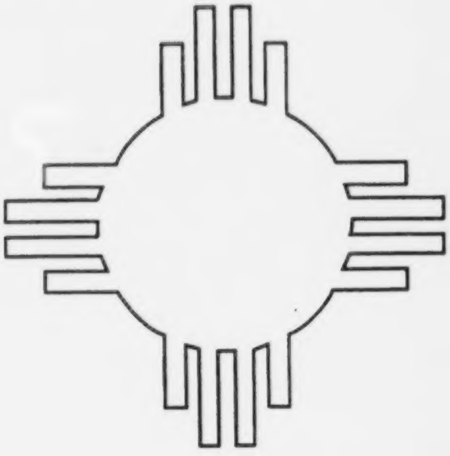

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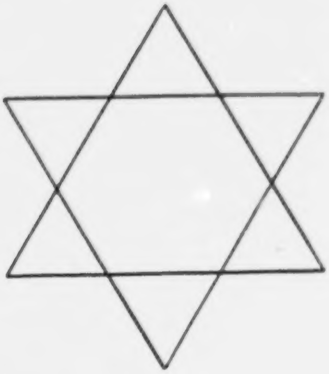

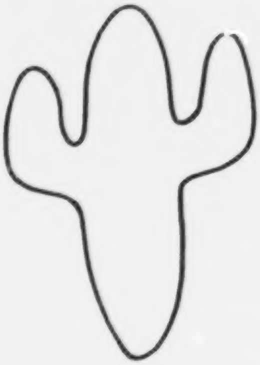

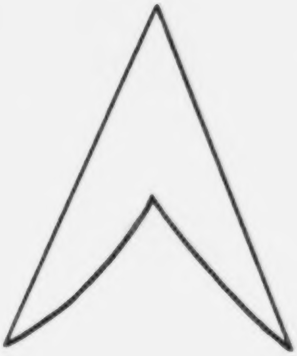

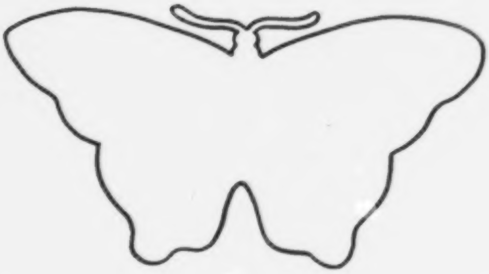

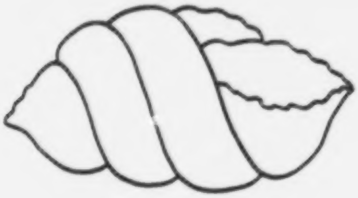

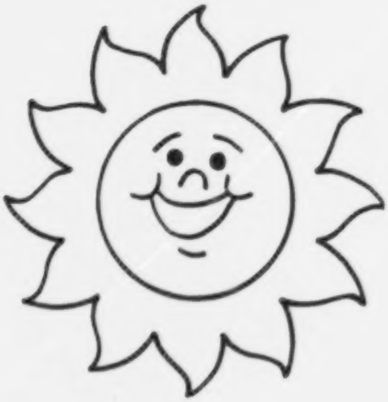

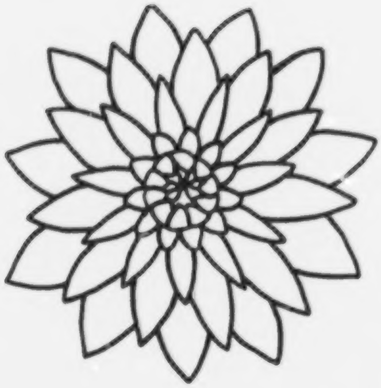

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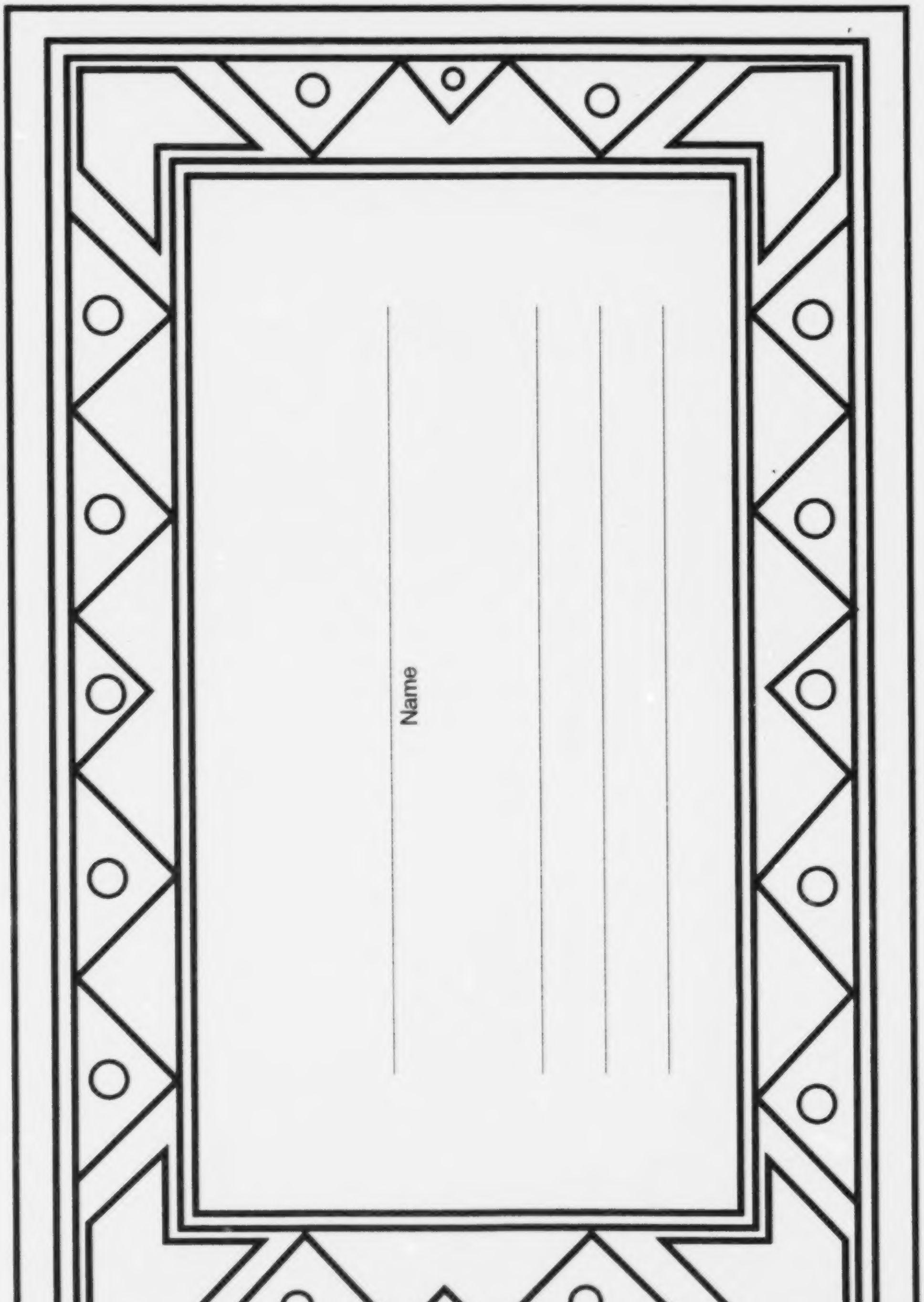

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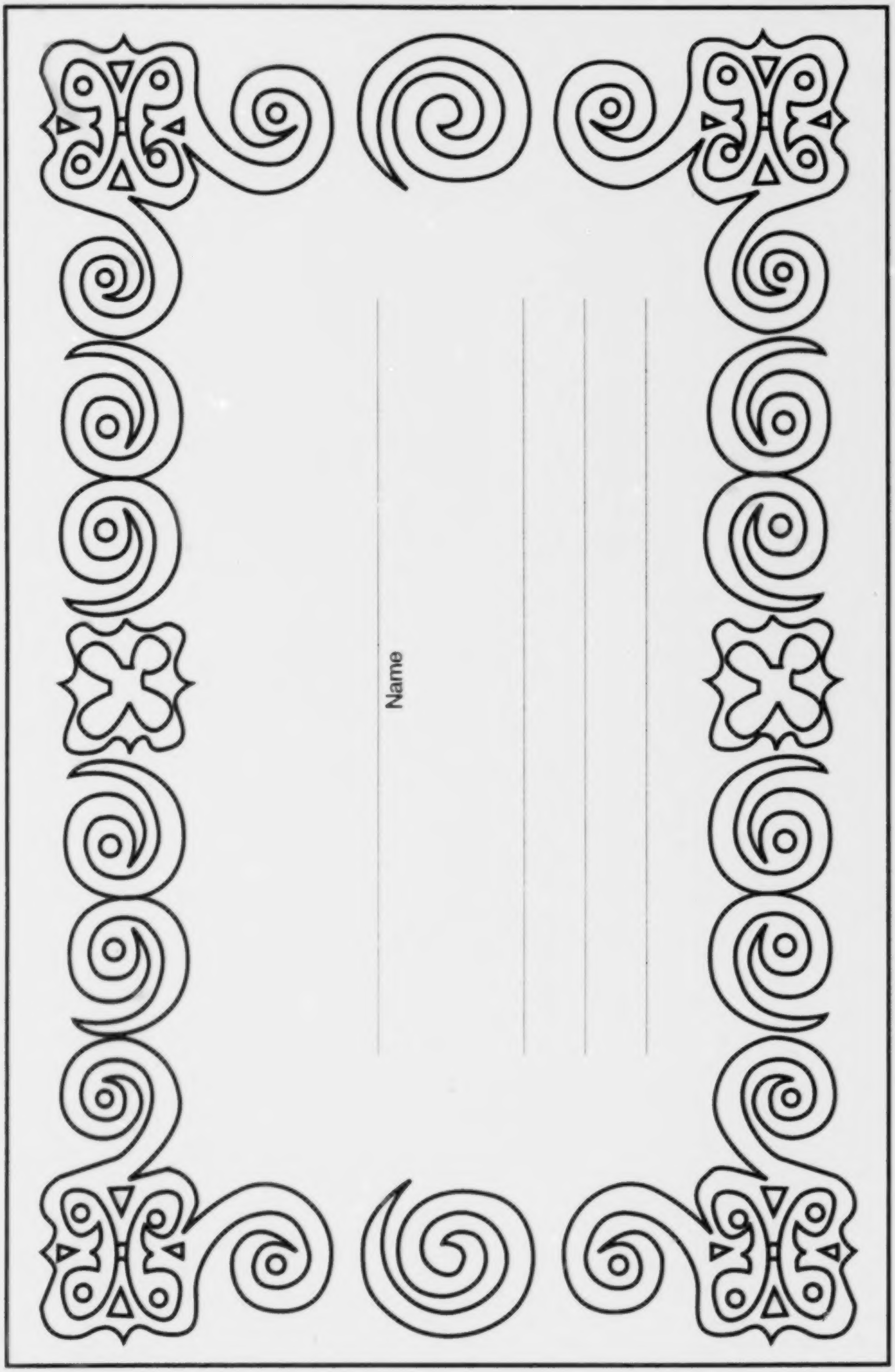

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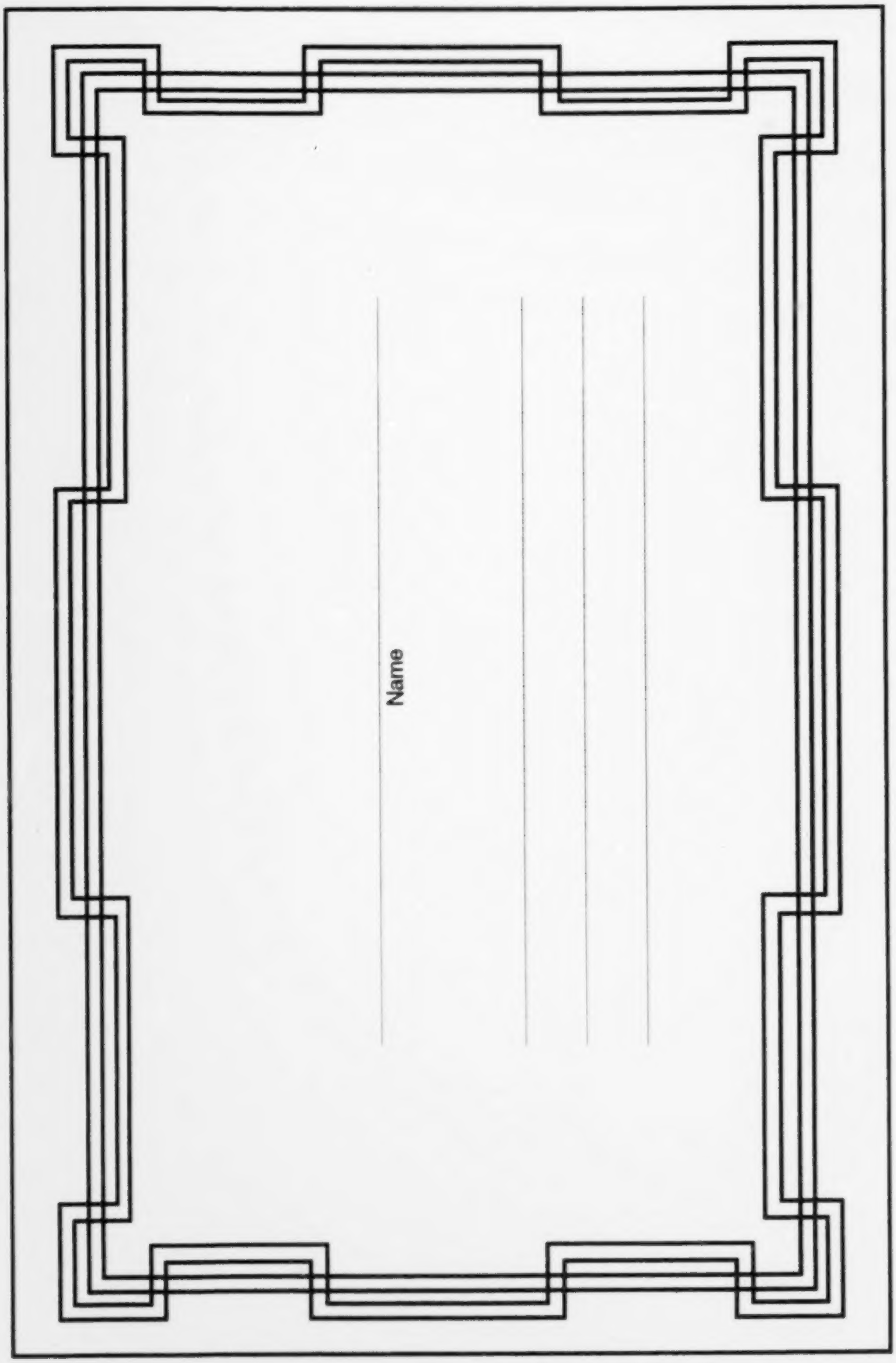

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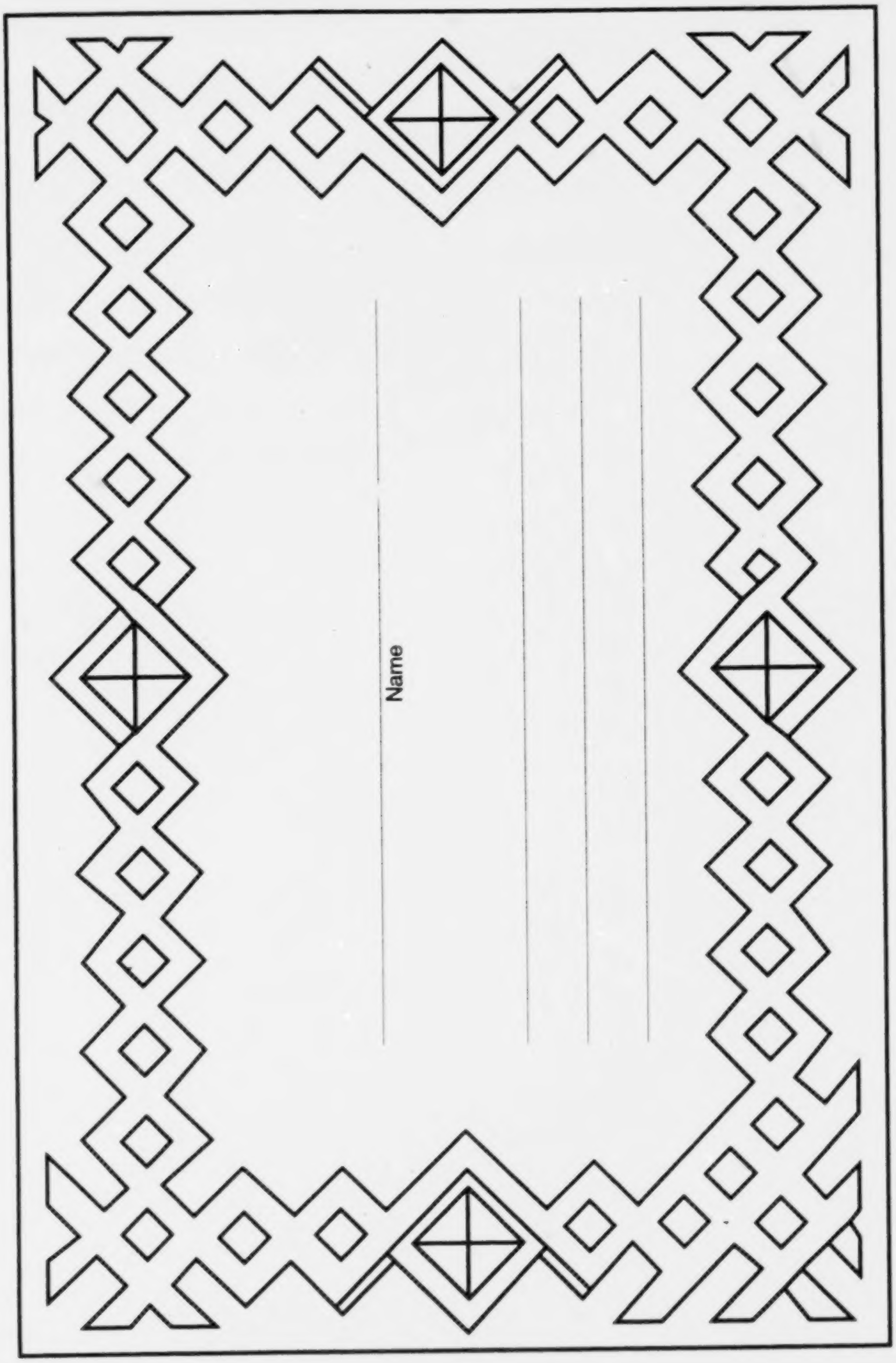

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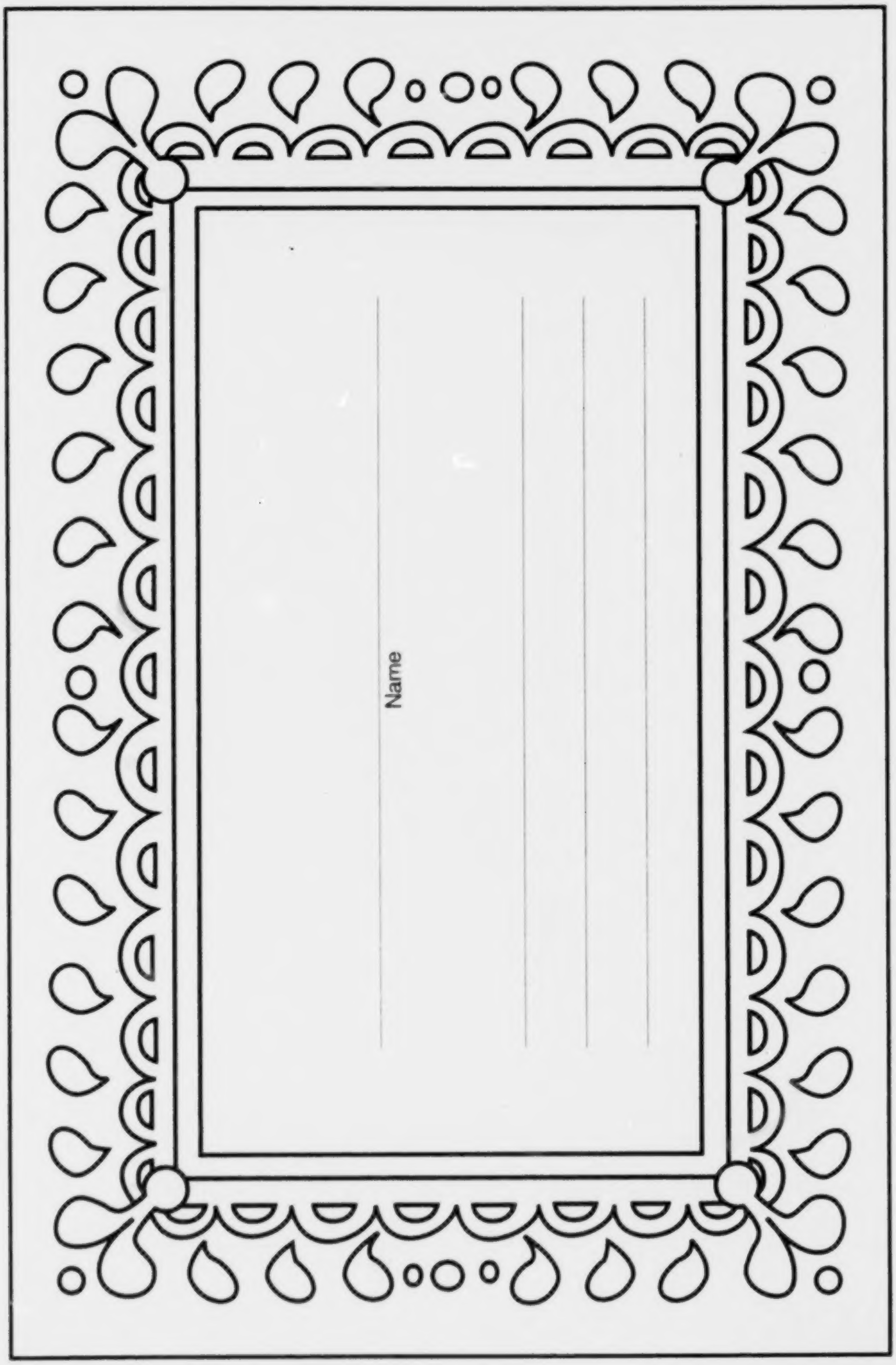

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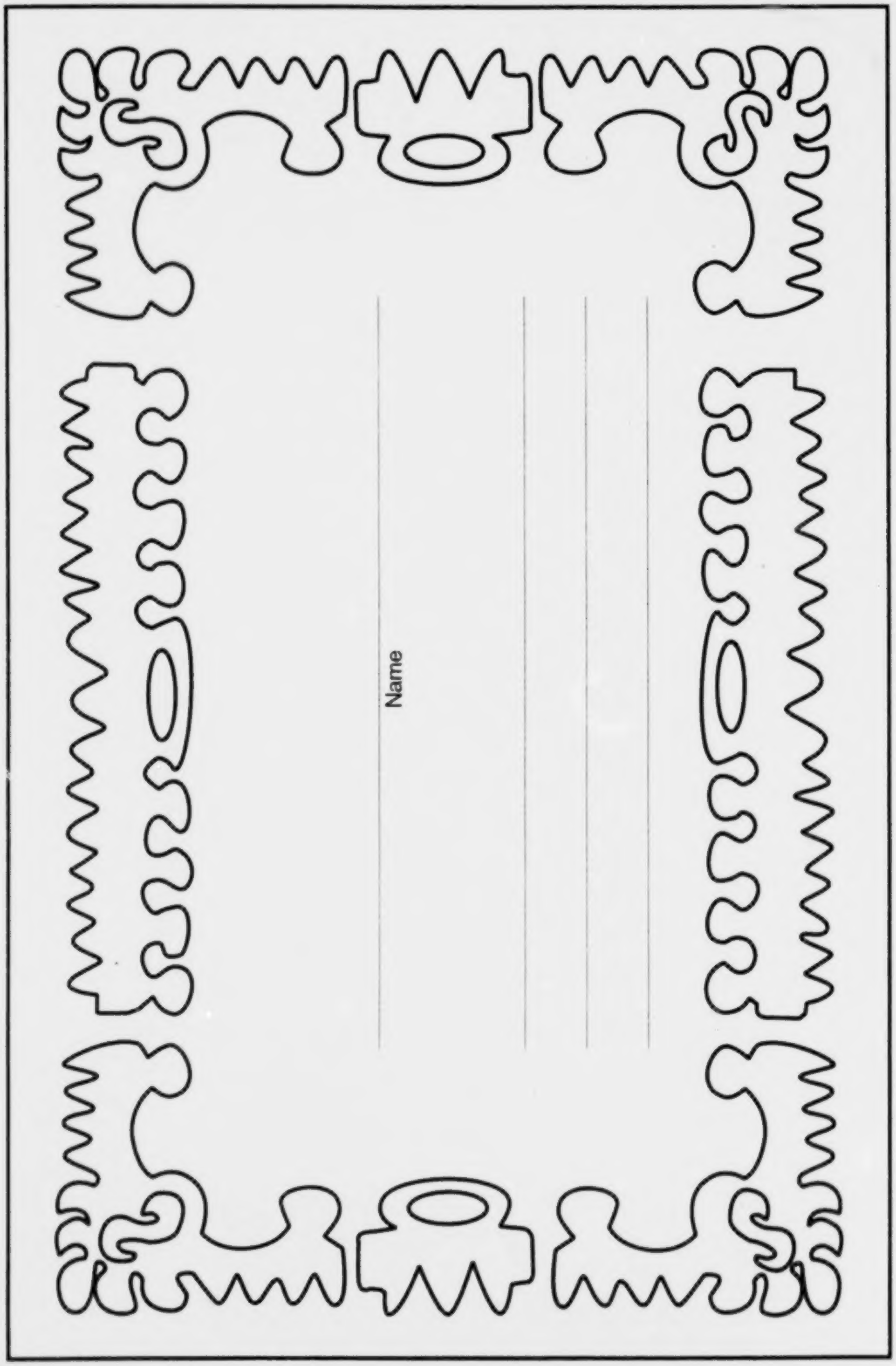

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## Apéndice I

## Información Para Distribuir: Consolar Al Bebe Cuando Llora

Si el niño(a) llora por mucho tiempo, tú y ella/él se sentiran tensos. Aqui estan algunas formas de como puedes consolar al bebe. Si de una manera no funciona, trata la otra forma.

- Tiene a su bebe gentil y calmadamente. Si tientas al bebe muy bruscamente el bebe se puede asustar o enojar.
- Peguele palmaditas al bebe en la espaldita de una manera gentil y con sus dedos.
- Arrulle a su bebe gentilmente en una poltrona o en sus brazos.
- Deje la luz del cuarto bajita.
- Ponga musica suavecita.
- Hablele o cantele suavemente a su bebe.
- Ponga las manos de su bebe juntas en el estomagito de ella/él y dejalas juntas.
- Envuelva a su bebe en una colchita.
- Dele a su bebe su mamadera o su mamón para que lo chupe.

## Apéndice I Información Para Distribuir: ¿Qué Significa Recuperación Para Ti?

# RECUPERACIÓN SIGNIFICA DIFERENTES COSAS PARA CADA PERSONA Y CADA FAMILIA

Cómo persona que se esta recuperando por el uso de substancias, tú debes

- sentir antojo
- preocuparte acerca de tú propia recaida
- sentir corage o sentir la perdida de dejar de usar el alcohol, tabaco o otra drogas

En recuperació, yo:

- 
- 
-

Tú en recuperación y como miembro(a) de la familia quizas:

- estas sintiendo que no estas haciendo bastante por los miembros de la familia
- te confundes cuando otros miembros de la familia cambian su manera de comportarse
- sientes una perdida sobre el control o el poder, de ser util para otros miembros de la familia

En recuperación, yo:

- 
- 
-

## Apéndice I Informacíon Para Distribuir: Reglas/Limites Practicables

# LAS REGLAS/LIMITES PRACTICABLES PARA LOS NIŃOS SON:

1. Se necesitan para la seguridad de tú niño(a), Otras personas u otras cosas.

   *Ejemplo:*

2. Se necesitan para ayudar a los niños a que aprendan como ellos deben comportarse en el mundo.

   *Ejemplo:*

3. Apropiada para la edad de tú niño(a) y poder tener la abilidad de manejar situaciones.

   *Ejemplo:*

4. Expuesto para que tú y tú niño(a) sepan que comportamiento se espera.

   *Ejemplo:*

5. Capaz para que se aplique y se ejecute en la situación.

   *Ejemplo:*

## Apéndice I Información Para Distribuir: Poniendo Limites

## "SOBRE EL BORDER" TARJETA #2 O #3

1. El problema del comportamiento es ____________________

____________________

____________________

2. Lo que a mi me gustaria es ____________________

____________________

____________________

3. El limite que yo voy a poner es ____________________

____________________

____________________

# Apéndice I Información Para Distribuir: Cuando Tú Le Das Instrucciones a Tú Niño(a)

Usa estos pasos para que le pidas a tú niño(a) hacer algo:

| | |
|---|---|
| 1. Adquiere la atención de tú niño(a) | Acercate mas para que te asegures que el niño(a) te escucha.<br>Mira a tú niño(a). Si el niño(a) no te ve, toma al niño(a) gentilmente para poder adquirir su atención.<br>Usa el nombre de ella/él. |
| 2. Dale a tú niño(a) una advertencia | Tú niño(a) pondra mas atención si le das una o dos advertencias antes de que ella/él haga algo:<br>"En 10 minutos nos iremos del parque para irnos a la casa." |
| 3. Dale instrucciones cortas y claras | Dile a tú niño(a) que es lo que tiene que hacer:<br>"Es hora de subirte al carro. Nosotros nos vamos a la casa." |
| 4. Usa una voz firme y clara | Habla claro y calmadamente.<br>Gritos, amenazas y humillaciones le dara al niño(a) una razón para ponerte en un estado de animo. |
| 5. Se una persona que "disco rallado" | Si tú niño(a) protesta, repite las instrucciones como "un disco rallado"<br>"Es hora de irnos a la casa ahora."<br>"No quiero."<br>"Es hora de irnos a la casa ahora." |
| 6. Ayuda gentilmente a tú niño(a) si ella/él no sigue las instrucciones | Habla con una voz calmada<br>Dile a tú niño(a) que vas a contar hasta tres. Despues tú le ayudaras.<br>Di "Como no estas haciendo ________, yo voy a contar hasta tres. Despues yo te voy ayudar hacerlo." |
| 7. Motive el comportamiento que tú quieres | "Bien para ti."<br>"Hiciste buen trabajo."<br>"¡Wow! Mira lo que puedes hacer."<br>"Tú cooperas muy bien." |

## Apéndice I Información Para Distribuir: Dando Instrucciones Distribuir

| Que Hacer: | Como Hacerlo: |
|---|---|
| 1. ADQUIERE LA ATENCIÓN DE TÚ NIÑO(A) | |
| 2. DALE A TÚ NIÑO(A) UN AVISO | |
| 3. DALE INSTRUCCIONES CLARAS Y CORTAS | |
| 4. USA UNA VOZ FIRME Y AMABLE | |
| 5. SE UN "DISCO RALLADO" | |
| 6. AYUDA A TÚ NIÑO(A) SI ELLA/ÉL NO HACE LO QUE TÚ LE PIDES EN UNOS MINUTOS | |
| 7. MOTIVA EL COMPORTAMIENTO QUE TÚ QUIERES | |

# Apéndice I Información Para Distribuir: Mensajes Afirmativos Para Los Padres I

**MENSAJES AFIRMATIVOS PARA LOS PADRES**

Tariq y su papá se van de la tienda de comida. El papá de Tariq va empujando la carreta donde lleva a la hermanita de Tariq sentada. Cuando ellos van en la puerta, Tariq corre enfrente de su padre. El papá de Tariq le grita para que pare. Tariq corre hacía la otra calle sin ver para poder llegar al carro. El papá de Tariq esta enojado. ¿Qué crees que vaya a ser? ¿Qué la dirías tú a tú niño(a). ¿Qué harías?

1. ADQUIERE LA ATENCIÓN DE TÚ NIÑO(A):

   "Tariq, por favor mirame y escuchame."

2. DESCRIBE EL PROBLEMA DEL COMPORTAMIENTO:

   "Cuanto tú sales por la puerta y te vas a la calle..."

3. DILE COMO TE SIENTES:

   "Cuando tú te sales por la puerta y te vas a la calle, you me siento enojado."

4. EXPLICAR TÚ RAZÓN:

   "Cuando tú te sales a la calle, yo me siento enojado por que un carro te puede lastimar."

5. DILE QUE QUIRES:

   "Yo quiero que tú estes a salvo. Por favor esperame antes de que te salgas.

6. DILE QUE VA A PASAR:

   "Si tú corres para afuera yo te voy a detener de tú mano para asegurarme que estas bien."

## Appendix I Información Para Distribuir: Mensajes Afirmativos Para Los Padres II

**PRACTICANDO MESAJES AFIRMATIVOS PARA LOS PADRES**

1. Adquiere la atención de tú niño(a).
2. Cuando tú ______________________________
   (escribe el problema de comportamiento del niño(a).
3. Yo me siento ______________________________
   (escribe como te sientes acerca del comportamiento.)
4. Por que ______________________________
   (escribe la razón)
5. Yo quiero ______________________________
   (escribe el comportamiento que tú quires del niño(a)
6. ¿Que va a pasar? ______________________________
   (escribe como usted ayuda al niño(a) si ella/él no hace lo que se le ha pedido)

**PRACTICANDO MESAJES AFIRMATIVOS PARA LOS PADRES**

1. Adquiere la atención de tú niño(a).
2. Cuando tú ______________________________
   (escribe el problema de comportamiento del niño(a).
3. Yo me siento ______________________________
   (escribe como te sientes acerca del comportamiento.)
4. Por que ______________________________
   (escribe la razón)
5. Yo quiero ______________________________
   (escribe el comportamiento que tú quires del niño(a)
6. ¿Que va a pasar? ______________________________
   (escribe como usted ayuda al niño(a) si ella/él no hace lo que se le ha pedido)

| Temas en el grupo de los niños | Temas en el grupo de los padres |
|---|---|
| 1. Hacer que se familiarisen | Hacer que se haga |
| 2. Hacer que se familiarisen | Los padres son los que hacen el grupo de padres |
| 3. Yo mismo(a), Usted mismo(a) | ¿Cuales son mis metas? |
| 4. Yo mismo(a), Usted mismo(a) | Como mi niño crece y cambia |
| 5. Yo mismo(a), Usted mismo(a) | Como mi niño crece y cambia |
| 6. Mi familia, Tú Familia | Como mi niño crece y cambia |
| 7. Mi familia, Tú Familia | Escuchando: ¿Qué significa para nosotros? |
| 8. Mi familia, Tú Familia | Escuchando: ¿Qué significa para nosotros? |
| 9. Todos tenemos sentimientos | Un recurso de nuestra comunidad |
| 10.Todos tenemos sentimientos | Repase y dele una evaluación a nuestro progreso |
| 11.Todos tenemos sentimientos | Influencia familiar |
| 12.Todos tenemos sentimientos | Influencia familiar |
| 13.Los amigos pueden ser iguales o diferentes | Un recurso de nuestra comunidad |
| 14.Los amigos pueden ser iguales o diferentes | Tensión y ser padres |
| 15.Los amigos pueden ser iguales o diferentes | Tensión y ser padres |
| 16.Los amigos pueden ser iguagless o diferentes | Tensión y ser padres |
| 17.Cuidandome a mi misma | Un recurso de la comunidad |
| 18.Cuidandome a mi misma | Recuperación y padres |
| 19.Cuidandome a mi misma | Recuperación y padres |
| 20.Cuidandome a mi misma | Recuperación y padres |
| 21.Teniendo diversión | Un recurso de nuestro comunidad |
| 22.Adios | Circulos de apoyo |
| 23.Paseos de familia | Paseos de familia |
| 24.Celebración familiar | Celebración familiar |

# PAGINA PARA EL PADRE

Numero 1

# PASOS ADELANTE

## *PAGINA PARA EL PADRE*

Hoy en el salón de clase de los niños:

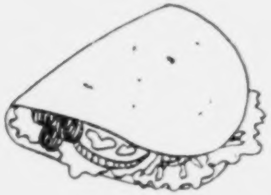
- Seguridad en la van - Los niños discuten las reglas de seguridad mientras esten en la van.
- Cuento: *When I Ride In A Car (Cuando Yo Me Paseo En El Carro)* por Dorothy Chlad.
- Arte - Haga un mantelito para la hora de botanear.
- Masa para jugar - Los niños usan la masa para hacer tortillas y su comida favorita.

☑

## REGLAS DE SEGURIDAD EN LA VAN

- Usar el cinturón de seguridad
- Sentarse en su propio asiento
- Platicar en un tono muy bajo
- Llevar sus manos y cabeza adentro
- Dejar a una persona mayor que cierre la puerta
- Comer y tomar (agua, jugos, etc.) en la casa o en la escuela

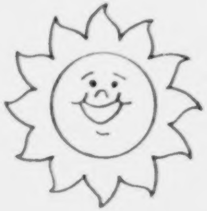
**Tortillitas Para Mama**



Tortillitas para mama
Tortillitas para papa
Las blancas para mama
Las cafeses para papa

Tortillas for mama
Tortillas for papa
The light ones for mama
The dark ones for papa

Canción de Saludo



Good morning, good morning
And how do you do?
Buenos dias, buenos dias,
Y como estas?

## EN LA CASA:

¿Qué es lo que yo quiero que mi niño(a) aprenda?

______________________________

______________________________

______________________________

Mis ideas de como el grupo de padres va a trabajar:

______________________________

______________________________

______________________________

*Por favor de traer*
*una foto de cuando*
*tú niño era un bebe*
*para*
*la proxima sesión*

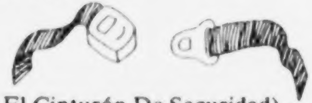
*Traer 2-3 fotos*
*de tú niño*
*de 2 años hasta la*
*edad de ahora*

# PAGINA PARA EL PADRE

Numero 2

# PASOS ADELANTE

## *PAGINA PARA EL PADRE*



Actividades en el grup de los niños:

- "Buckle Your Seat Belt" (Abrochese El Cinturón De Seguridad) - un cuento acerca de como usar su anturón para tener mas segunidad en el carro o en la van.
- Cuento: *I Want It (Yo Quería)* por Elizabeth Crary - Un cuento de como compartir juguetes, que ayuda a los niños a resolver problemas.
- Reglas en el salón de clases - Los niños discuten las reglas de salón

## REGLAS EN EL SALÓN DE CLASES

- Tener buen cuidado de si mismo
- Tener buen cuidado de otras personas
- Tener buen cuidado de los juguetes

¿Qué significan estas reglas para nosotros como padres? ¿Cómo esperamos nosotros que se comporten nuestro hijos?

________________________________________

________________________________________

________________________________________

________________________________________

---

*Ayude a su hijo a firmar:*

- Recuerde que su hijo no esta preparado para escriber "correcto," como un adulto.
- Ponga atención cuando su hijo/hija este firmando.
- Deje que su niño(a) firme su nombre o haga una marquita.
- Motive a su niño para que diga:

"¡Wow! Tú hiaste eso."
o
"Mira lo que puedes hacer."
o
"Hiciste muy buen trabajo al firmar."

*¿Qué aprende su hijo(a) al firmar?*

- Tú niño(a) practica sus herramientas para la escritura.
- Tú niño(a) ve como se ve el nombre de ella/el.
- Tú niño(a) aprende a sentirse orgulloso(a) de lo que ella/el puede hacer, especialmente cuando tú te das cuenta y la/lo motivas.
- Your child learns to try new things without being afraid of mistakes

*Por favor de traer*
*una o dos fotos*
*de su niño*
*cuando era bebe*

*Traer 2 - 3 fotos*
*de su niño*
*de 2 años hasta esta edad*

TÚ VAS A NECESITAR ESTO PARA UNA ACTIVIDAD DE ARTE QUE SE LLEVARA ACABO LA PROXIMA SESIÓN

---

# PAGINA PARA EL PADRE

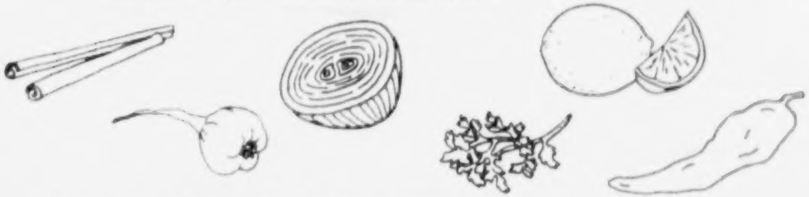
*Numero 3*

# PASOS ADELANTE

## *PAGINA PARA EL PADRE*

Hoy en la clase de los niños:

- La mano pintada - Cada niño hara una mano pintada para el album familiar
- Cuento: *Here Are My Hands (Aqui Estan Mis Manos)* por Bill Martin, Jr.
- Explorando el sentido del olfato - Clavo, limónes, ajo, canela, vainilla y otros. ¿Cúal es tú favorito?



Los Padres Dentro Del Salón de Clases

Tú, como padre, eres la persona mas importante en la vida de tú niño. Lo que hagas y digas tiene un efecto en tú niño porque eres lo mas importante. Tú puedes ayudar a tú niño a que tenga exito en la escuela, al hacer:

- Ver que es el lado positivo del trabajo que haga su hijo:

  Trate esto: "¡Wow! Tú pintaste una foto con rojo y amarillo."

  En lugar de: "Qué sucia esta tú foto."

- Aceptar los errores de tú niño como parte del aprendizaje:

  Trate esto: "Tú hiaste lo que pudiste, trataste muy duro."

  En lugar de: "Tú eres un travieso."

- Motivar a su niño por el esfuerzo que hace:

  Trate esto: "Tú ayudaste a limpiar."

  En lugar de: "Tú hiaste un cochinero."

---

# Metas Son Una Manera De Decir Lo Que Yo Quiero

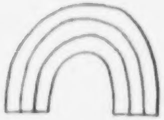
Yo quiero que mi niño aprenda:

________________________________________

________________________________________

________________________________________

________________________________________



En Pasos Adelante, Yo quiero aprender:

________________________________________

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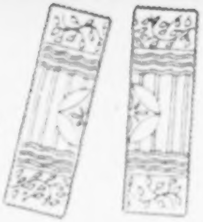
# PAGINA PARA EL PADRE

Numero 4

# PASOS ADELANTE



## *PAGINA PARA EL PADRE*

Hoy en el salón de clase de los niños:

- Piezas multiculturales - Un juego de combinar que ayuda a niños ver como las cosas pueden ser iguales o diferentes.

- Cuento: *Blanket (Colcha)* por Margot Apple. Acerca de un niño que tiene su colcha favorita.

- Caja Para Tocar y Sentir - Alcance hasta dentro de la caja y sienta las cosas que estan adentro. Hable acerca ole como se sienten las cosas - su avecito o duro, redondo como una pelota, hinchado o liso, etc., o cuadrado como una cuadra.

Cuando tú estas dentro del salón de clases de tú niño:

- Notar el lado positivo del trabajo de su niño:

  Trate esto: "¡Wow! Tú pintaste una foto con rojo y amarillo."

  En lugar de: "Que sucia esta tú foto."

- Aceptar los errores de tú niño como parte del aprendizaje:

  Trate esto: "Tú hiaste lo que pudiste, trataste muy duro."

  En lugar de: "Tú eres un travieso."

- Motivar a su niño por el esfuerzo que hace:

  Trate esto: "Tú ayudaste a limpiar."

  En lugar de: "Tú hiaste un cochinero."

**EN LA CASA:**

Tú como padre, eres el primer maestro de tú niño. Tú eres la persona mas importante para la vida de tú niño. Tú niño aprende muchas cosas de ti incluyendo:

- El idioma o los idiomas que tú hables.

- Los dias festivos o ceremonias que tú celebres.

- La comida especial que tú preparas.

Todas estas cosas que forman parte de la cultura son parte de la tradición familiar. Trata de identificar en la casa cuales son las tradiciones mas importantes para tú familia. ¿La musica? ¿La religion? ¿La recreación? ¿Eventos familiares? ¿Estilo de vida?

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

## EN LA CASA:

Hoy tú y tú niño aprendieron a respirar profundo para poder relajarse. Traten de hacerlo juntos en la casa.

1. Respire profundo y despacio, pretendiendo que esta llenando su cuerpo de aire (Cuente 1-2-3).
2. Deje que el aire salga (Cuente 3-2-1).
3. Ahora respire suavecitamente por tres veces - adentro-fuera, adentro - fuera.
4. Trate de hacer lo mismo dos veces mas.

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# *PAGINA PARA EL PADRE*

*Numero 5*

# PASOS ADELANTE

## *PAGINA PARA EL PADRE*

Hoy en el salón de clase del niño:

- Arte - Cada niño hace un trabajo de arte de "Cosas Que a Mi Me Gustan."
- Cocinando - Compartí el arroz como una comida ligera. El arroz es usado por familias alrededor del mundo. ¿Tiene tú familia alguna receta con arroz y que sea tú favorita? Si gusta usted compartir la receta por favor de traerla al grupo.
- Cuento: *KIDS (NIÑOS)* por Catherine y Laurence Anholt. ¡Es un libro acerca de como son los niños, de como se ven, que es lo que hacen, que producen a que le tienen miedo y mas!

## *¿QUÉ APRENDE SU NIÑO DE UNA ACTIVIDAD EN LA CONCINA?*

Cooperar y compartir

Como seguir las reglas

Conceptos como el de medir, cambios en las cosas (cuando el arroz es herbido con agua se pone blandito) y números.

Seguridad con la electricidad, el agua caliente, la estufa, etcetera.

Palabras para describir lo que esta pasando.

Auto estima: "¡Yo puedo hacer esto!"

## VALORARSE UNOS A OTROS

¿Nota tú niño personas que son diferente a el/ella?

En el grupo de los niños, los niños han sido motivados a que hablen de como se parecen a otras personas y como son diferentes. En la casa o en el salón el niño(a) quizas diga:

- "Diego tiene el cabello negro como yo, pero no tiene trenzas como las que yo tengo."
- "Ranee tiene el color de la piel café obscuro pero el mio es mas obscuro que el de ella.

*¿Que aprende el niño al discutir como es la gente al parecerse y al ser diferentes?*

- Tú niño(a) practica sus sentidos para aprender acerca del mundo.
- Tú niño(a) aprende mas palabras para describir las cosas y las personas.
- Tú niño(a) aprende conceptos como colores, figuras, medidas, todas estas pueden ser igual o diferente.
- Tú niño(a) aprende a aceptar y a valorarse a si mismo(a) tambien como a otras personas.

¿Como Te Sientes
Acerca De Otras Personas
Que Son Diferente a Ti?

# PAGINA PARA EL PADRE

Numero 6

# PASOS ADELANTE

## *PAGINA PARA EL PADRE*

Hoy en el salón de clase de los niños:

- Teatro de títeres - Creando y pintando un titere de una caja de carton.

- Tabla de franela con figuras familiares

- Discusión con carteles, enseñando diferentes familias. ¿Quién está en tú familia? ¿Quién esta en mi familia?

## TU NIÑO ESTA APRENDIENDO QUE:

☑ Hay diferentes tipos de familias.

☑ Las familias pueden ser igual o diferentes.

☑ Cada miembro de la familia vale y es importante.

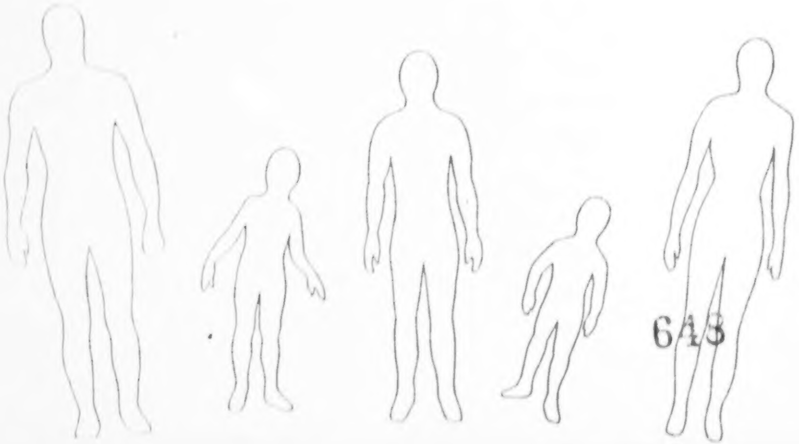
## EN LA CASA:

¿Cómo cree usted que sea su niño como una persona individual? Hagase usted mismo(a) estas preguntas.

1. ¿Cómo es mi niño?

2. ¿Cuales son las cualidades especiales de mi niño?

3. ¿Qué palabras describen los intereses y la personalidad de mi niño(a)?



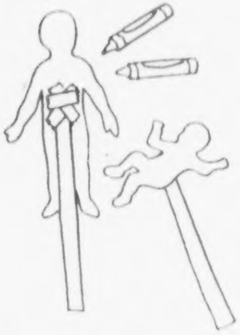
# PAGINA PARA EL PADRE

Numero 7

# PASOS ADELANTE

## *PAGINA PARA EL PADRE*

Hoy en el salón de clase de los niños:



- Títeres - Haciendo familias de titeres de palo y después jugar con ellos en el teatro de titeres.
- Leer un cuento en voz alta: *In Mother's Lap (En Las Rodillas De Una Madre)* por Ann H. Scott - Acerca de un niño que encontro amor y comodidad en las rodillas de sus padres.
- Movimiento con la musica: "Tenemos A Todo El Mundo En Nuestras Manos."

## ACTIVIDADES PARA LOS NIÑOS/PADRES

Las actividades para los niños empiezan en la sesión 10. Estas son actividades de juego que se disfrutan entre los padres e hijos. Estas son algunas de las actividades para los niños/padres:

- Un juego con la crema de rasurar
- Expresando los sentimientos con barro (Una espege de tierra para jugar)
- Visitantes comunitanos como artistas, musicos, bailarines y ayudantes de la comunidad
- Decorando un árbol de la ámistad
- Prevención en seguridad y accidentes
- Hacer que se capture un sueño

*EL ENFOQUE SERÁ EN EL NIÑO DURANTE LAS ACTIVIDADES DEL NIÑO/PADRE*

¿Qué significa para ti "enfocarte en tú niño?"

## LAS ACTIVIDADES DEL NIÑO/PADRE SERAN UNA VEZ POR SEMANA POR EL RESTO DE LAS SESIONES

**EN LA CASA:**

Fijate en las horas cuando tú le pones atención a tú niño en la casa.

¿Qué es eso para ti?

¿Para tú niño?

# PAGINA PARA EL PADRE

## Numero 8

# PASOS ADELANTE

## *PAGINA PARA EL PADRE*

Hoy en el salón de clase de los niños:

- Arte - Usar cascaras de huevo que esten teñidas y confeti para hacer un trabajo de arte. Los niños se expresan asi mismo con el arte. Ellos aprenden acerca de los cascarones y celebraciones familiares.

- Leer un poema en voz alta - "Tiempo Con la Familia" de *Night on Neighborhood Street (La Noche En Las Calles Del Barrio)* por Eloise Greenfield. Los niños hablaran acerca de como sus familias disfrutan hacer cosas juntos.
- Movimiento con la musica: "Tenemos A Todo El Mundo En Nuestras Manos." A los niños les gusta repetir los cuentos y las canciones que ellos ya saben.

## LAS ACTIVIDADES DE LOS NIÑOS/PADRES SON AGRADABLES

- ✓ Una hora especial para estar con tú hijo(a)
- ✓ Ver alguna de las cosas que tú hijo(a) hace y aprende
- ✓ Ver al maestro(a) de tú hijo(a) trabajar con él/ella
- ✓ La oportunidad de practicar las habilidades que tú aprendes en el grupo de los padres, con el apoyo y la motivación de otros

Otra cosa que yo voy a disfrutar al estar en el salón de mi niño(a)______________________________

________________________________________

**EN LA CASA:**

Observa y escribe tres ocasiones en la cual tú disfrutas estar con tú niño(a):

________________________________________

________________________________________

________________________________________

Observa y escribe tres ocasiones en la cual es dificil estar con tú niño(a):

________________________________________

________________________________________

________________________________________

## TÚ NO ESTAS SOLO(A)

TODOS LOS PADRES SE LA PASAN BIEN Y A VECES TAMBIEN SE LA PASAN MAL CON SUS NIÑOS

# PAGINA PARA EL PADRE

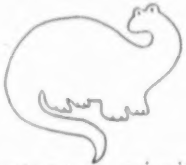
Numero 9

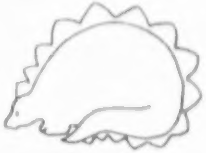
# PASOS ADELANTE

## *PAGINA PARA EL PADRE*

Hoy en el salón de clase de los niños:

- Arte - Hacer una mascara de papel y hablar acerca de los sentimientos que demuestran estas caras.
- Leer un cuento en voz alta - *Everybody Has Feelings (Todos Tienen Sentimientos ...Tenemos).* Un libro de fotografias enseñando a los niños con diferentes expresiones sentimentales.
- Arena para jugar - Jugar con dinosaurios u otros juguetes de animales en la arena es bueno porque expresa los sentimientos.





Cuando es dificil estar con mi niño, yo necesito:

✓ Estímulo

✓ Ideas para saber que hacer

✓ Un descanso o tiempo para mi

✓ ____________________
(Un espacio para que diga lo que necesita)

## EN LA CASA:

Fijate en una ocasió cuando usaste las habilidades de escuchar con tú niño(a). Trate de tener este comportamiento cuando escuche.

- Yo le di toda mi atención a mi niño(a).
- Yo deje que mi niño(a) terminara de decir lo que estaba diciendo sin interrumpirlo(a).
- You dije "um-hmm" y movi mi cabeza.
- Yo entendi el punto de vista de mi niño(a).
- You escuche los sentimientos que mi niño(a) estaba expresando.

Quizás tú puedas compartir lo que hiciste durante el grupo de padres.

Si tú necesitas ayuda con tú niño(a) durante la actividad del niño/padre, ¿Qué puedes hacer?

____________________

____________________

____________________

____________________

# PAGINA PARA EL PADRE

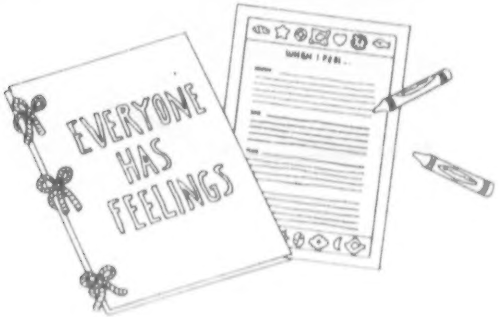
Numero 10

# PASOS ADELANTE

## *PAGINA PARA EL PADRE*

Hoy en el salón de clase de los niños:

- "Todos Tenemos Sentimientos" - Los niños ayudan hacer un libro grande acerca de los sentimientos. Cada niño dicta palabras (que el maestro escribe) y decora la pagina de ella/él en el libro. Cada pagina, de cada niño en el libro se ve asi:



- Mascaras en donde se ven los sentimientos: Los niños hablan de como las mascaras cambian la manera de como nos vemos. La gente puede pretender con las mascaras. Las mascaras demuestran diferentes sentimientos. Las caras tambien.
- Los niños y los maestros hablan acerca de las actividades del niño/padre. ¿Qué vamos hacer todos juntos? ¿Como sera?

## REPASO DE LAS ACTIVIDADES DEL NIÑO/PADRE

- La actividad de hoy será________________________
- Recuerde: "El enfoque está en el niño." ¿Qué significa esto para ti?
- ¿Qué harías si necesitaras ayuda?
- Nos damos apoyo unos a otros durante las actividades del niño/padre.

## EN LA CASA:

Ve la lista de metas que estan en el album familiar antes de ir a la casa. Escribe tus metas en este espacio para que te ayude a recordarlas.

____________________________________________

____________________________________________

____________________________________________

Piensa acerca de la manera en que empesaste hacer tus metas en la casa. Aqui está un espacio para que escribas tus pensamientos.

____________________________________________

____________________________________________

____________________________________________

# *PAGINA PARA EL PADRE*

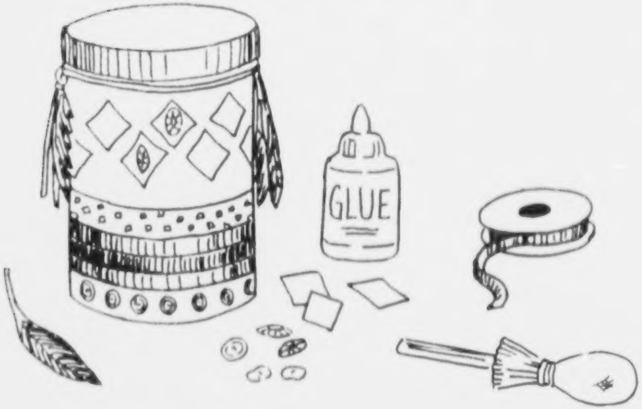
*Numero 11*

# PASOS ADELANTE

## *PAGINA PARA EL PADRE*

Hoy en el salón de clase de los niños:

- Hacer un tambor - Los niños pueden hacer tambores con cajas o botes de café que son decorados.



- Leer un cuento en voz alta - *Sam* por Ann H. Scott. Un cuento acerca de como Sam se siente cuando los miembros de su familia estan muy ocupados para ponerle atención. ¡La solución al problema se ha encontrado!

- Cantando, aplaudiendo y musica para el cuerpo. ¡La musica es una de las mejores maneras para expresar los sentimientos!

> "¿Qué es musica para el cuerpo?" Musica para el cuerpo es una manera Africana o Africana Americana de hacer sonidos y tener ritmo. Aplaudir con las manos, pararse de puntitas, pegarse en el muslo, sonido con la lengua que son sonidos con el cuerpo.

---

## Las metas son una manera de decir lo que yo quiero hacer

¿De que manera has llegado hacer tus metas?

_______________________________________________

_______________________________________________

_______________________________________________

**EN LA CASA:**

Antes de la proxima sesión, trata de poner atención a tú propia familia para saber como actuan. Piensa acerca de:

- ¿Cuales acciones son dificiles para ti?
- ¿De que manera afecta el abuso de alcohol o drogas en las acciones de tú familia?

# PAGINA PARA EL PADRE

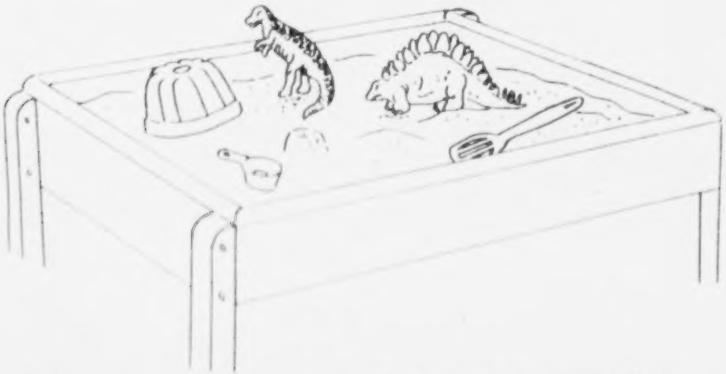
Numero 12

# PASOS ADELANTE

## *PAGINA PARA EL PADRE*

Hoy en el salón de clase de los niños:

- Una mesa de arena con dinosaurios de plastico - Los niños pueden demostrar muchos sentimientos al jugar. El enojo y el miedo pueden ser expresados con seguridad.



- Lea un cuento en voz alta - *Big Book of Feelisngs (Un Libro Grande de Sentimientos)* - Los niños leeran y discutiran el libro que hicieron acerca de los cuatro sentimientos basicos: feliz, triste, enojado(a), y con miedo.
- Actividad del niño/padre: Visitando artistas de la comunidad.

SENTIMIENTOS

- Todos tienen sentimientos.
- Los sentimientos no son buenos ni malos.
- El comportamiento es diferente a los sentimientos, algunos comportamientos no son saludables, seguros o aceptados.
- Es saludable reconocer y mencionar sentimientos.
- El aceptar los sentimientos de otras personas ayuda a que el auto estima cresca.
- Los niños aprenden gradualmente a manejar sus sentimientos.

## REPASO DE LAS ACTIVIDADES DEL NIÑO/PADRE

- La actividad de hoy será ______________________
- Recuerde: "El enfoque está en el niño." ¿Qué significa esto para ti?
- ¿Qué harias si necesitaras ayuda?
- Nos damos apoyo unos a otros durante las actividades del niño/padre.

## EN LA CASA:

Piensa alguna manera saludable en la cual tú niño(a) puede expresar:

ENOJO:

MIEDO:

TRIZTESA:

# PAGINA PARA EL PADRE

Numero 13

## PASOS ADELANTE

### *PAGINA PARA EL PADRE*

Hoy en el salón de clase del nino:

- "Yo" muñecas y "Amigos" munecas - Los niños pueden hacer muñecas de cartón para jugar.

- Leer un cuento en voz alta - *Amigo Means Friend (Amigo Significa Amigo)* por Louise Everett - Un cuento acerca de dos niños que son de diferentes culturas y aprenden de uno a otro y disfrutan de su amistad.
- Relajarse: Los niños aprenden el ejercisio de relajarse/tensión como el que los padres aprendieron.

AMISTADES son importantes para los niños que empiezan la escuela. La amistad les enseña a los niños a que:

✓desarrollen relacciones con personas fuera de la familia;

✓llevarse bien con otros niños "de dar y tomar" en el juego;

✓aceptarse a si mismo(a) como tambien valorar a otras personas.

de sus niños. Los padres pueden:

✓proteger a los niños de situaciones o amistades que no son muy convenientes;

✓enseñar a los niños a que expresen sus ideas y sentimientos sin herir a otros;

✓un modelo de respeto para uno mismo y otros.

## EN LA CASA:

Piensa en tres ocasiones en las cuales te sientes bajo tención.

*¿Qué causa la tención?*

☞

☞

☞

# PAGINA PARA EL PADRE

Numero 14

# PASOS ADELANTE

## *PAGINA PARA EL PADRE*

Hoy en el salón de clase de los niños:

- Un mural delineando el cuerpo - El cuerpecito de cada niño es delineado en una hoja grande. Cada niño(a) puede colorear o pintar la cara de ella/él, el cabello, la ropa, etcetera. Cuando el mural este terminando será expuesto para que todos la vean.

- Leer un poema en voz alta - We Are All Alike...We Are All Different (*Todos Nosotros Somos Iguales...Todos Nosotoros Somos Diferentes)* - Un libro escrito por una clase de kinder acerca de como los niños son iguales y diferentes.

LOS PADRES pueden ayudar a sus hijos a que aprendan a poner limites seguros en una amistad. Durante las visitas a la casa discute como el niño son iguales y diferentes.

✓una actitud segura con extraños;

✓cuando decir que "no";

✓como pedir ayuda cuando ella/él lo necesiten;

✓un espacio para ti y hacer una lista de temas.

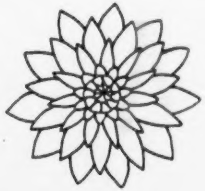
## REPASO DE ACTIVIDADES DEL NIÑO/PADRE

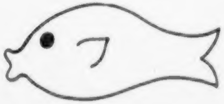
- La actividad de hoy será Decorar El Arbol De La Amistad

- Recuerda: "El enfoque está en el niño." ¿Qué significa esto para ti?

- ¿Qué hicieras si necesitaras ayuda?

- Nosotros nos ayudamos durante las actividades del -niño/padre.





**EN LA CASA:**

Haga una lista de como cubres la tensión.

☺
☺
☺

Los niños tambien reaccionan a la tensión. ¿De cuales maneras tú niño(a) demuestra la tensión en sus sentimientos?

## *HABILIDADES QUE LE DAN FUERZA AL PADRE*

*Cuando yo tengo sentimientos fuertes, yo puedo lidiar con mi tensión.*

1) *Yo puedo parar, mirarme y eschucarme a mi mismo(a) antes de tomar acción.*
2) *Yo puedo respirar profundo para poder relajarme.*
3) *Yo puedo hablarme a mi mismo(a).*

   *"Yo estoy bien. Yo puedo calmarme."*
   *"You estoy capacitado. Yo puedo aguantar esto."*
   *"Ami me importan mis niños."*
   *"Yo puedo estar en control de mis mismo(a)."*

4) *Yo puedo tomar tiempo libre para mi mismo(a).*

   *Yo puedo ir al baño y cerrar la puerta.*
   *Yo puedo salir al porche.*

5) *Yo puedo llamalre a alguien si necesito ayuda para poder tomar control de mis acciones.*
6) *Yo puedo______________________________________.*

*Cuando pierdo pisada de mis sentimientos, yo puedo lidiar con mi tensión.*

1) *Yo puedo parar, mirar y eschuchar mi cuerpo.*
2) *Yo puedo respirar profundo para poder relajarme.*
3) *Yo puedo hablarme a mi misma.*

   *"Yo estoy bien."*
   *"Yo tengo el derecho de tener sentimientos."*
   *"Cuando yo este preparado(a), you sabre como me siento acerca de esto."*

4) *Yo puedo dejar tiempo libre para mi.*
5) *Yo puedo llamarle a alguien si mis sentimientos me estan trastornando.*
6) *Yo puedo______________________________________.*

---

# PAGINA PARA EL PADRE

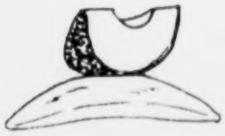
Numero 15

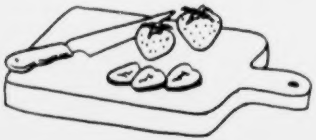
# PASOS ADELANTE

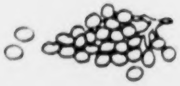
## *PAGINA PARA EL PADRE*

Hoy en el salón de clase de los niños:

- Cocinando - Haga "una comida ligera para la amistad." Cada niño tendra la oportunidad de contribuir y cooperar para que cada uno disfrute de la comida ligera.
    - Leer un cuento en voz alta - *Golden Bear (Oso de Oro)* por Ruth Young. Los animales de juguete y las mascotas pueden ser los amigos de los niños.
    - "La Canción Del Perrito" - Un juego musical en el cual los niños siguen su turno para hacerse pasar por un perrito. Caminando, bricando, pasando a la musica ayuda a que el musculo se desarrolle. El movimiento a la musica tambien puede reducir la tensión.







***CUANDO TÚ NIÑO(A) SIENTE TENSIÓN probablemente ella/él*** *lo demuestra en su comportamiento. Cambios en el comportamiento de tú niño(a) pueden ser signos de tensión. Revise todos aquellos signos que usted vea en su niño(a) cuando ella/él este tenso(a).*

( ) *La voz de mi niño(a) es much mas alta y fuerte de lo usual.*

( ) *Mi niño(a) habla mucho mas rapido y mucho mas de lo usual.*

( ) *Mi niño(a) es mucho mas callado de lo usual.*

( ) *Mi niño(a) llora mucho y mas fácil de lo usual.*

( ) *Mi niño(a) se porta mal o se enojya mucho mas fácil de lo usual.*

( ) *Mi niño(a) pierde interes en las cosas que ella/él usualmente le gusta.*

( ) *Mi niño(a)* se emociona mucho mas y es mas activo de lo usual.

( ) *Mi niño(a)* es mucho menos activo de lo usual.

### EN LA CASA:

El trabajo de ser padre es dificil y con horas largas. Cuando te sientas tenso(a), trata de hacer una de las acciones que esta atras de la pagina que da fuerza al padre a tomar acción para ayudarte ati mismo(a) a mantener control. ¿Cual crees que puedas usar? ¡Escribe en este espacio para que te ayude a recordarla!

____________________________________________

____________________________________________

## EN LA CASA:

¿Qué limites pones a la segundad de tú hijo(a) en la casa?

1. ________________________________________

2. ________________________________________

3. ________________________________________

---

# PAGINA PARA EL PADRE

Numero 16

# PASOS ADELANTE

## *PAGINA PARA LOS PADRES*

Hoy en el salón de clase de los niños:

- **Barro - Crear un animal amigable con barro.**
- **Un cuento - "Tama the Friendly Cat - ("Tama El Gato Amistoso" - Un cuento tradicional de Japón" - Tama, el gato amoroso que le salva la vida a su dueño.**
- **Arte - Todos los niños trabajan juntos para crear un mural con gises de colores.**

## REPASOS DE ACTIVIDADES DEL NIÑO/PADRES

- La actividad de hoy sera_________________
- Recuerde: "EL enfoque esta en el niño." ¿Qué significa esto para ti?
- ¿Qué estrategias sanas podrias usar durante las actividades del niño/padres?
- ¿Qué puedes hacer si necesitas ayuda?
- Nosotors nos apoyamos durante las activdades del niño/padres.

## HABILIDADES QUE LE DAN FUERZA AL PADRE

Cuando yo tengo sentimientos fuertes, yo puedo lidiar con mi tensión. Yo uso mi energia para:

( ) Parar, mirar y eschuchar antes de actuar.

( ) Respirar profundo para relajarme yo mismo(a).

( ) Hablarme a mi mismo:

"Yo me siento mas calmado(a)..calmado(a) y callado(a)."
"Yo estoy bien."
"Yo soy un buen padre."

( ) Tomar tiempo libre para mi mismo(a).

( ) Llama _____ para ayudarme a estar en control de mis acciones.

( ) ______________________________

______________________________

( ) ______________________________

______________________________

( ) ______________________________

______________________________

# PAGINA PARA EL PADRE

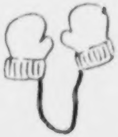
*Numero 17*

# PASOS ADELANTE

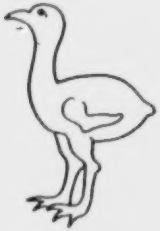
## *PAGINA PARA EL PADRE*

### Hoy en el salón de clase de los niños:

- Vestir para el clima - los niños se pueden probar ropa para diferentes tipos de climas.



- Un cuento - "Ku-Bird" - un cuento Yaqui acerca de un pajaro que no tiene alas para mantenerse calientito. ¿Como resolvera el pajaro el problema?



- "Loop de Loo" - musica y movimiento de la tradición Afro Americana.

### PASEO Y CELEBRACIÓN FAMILIAR

- En la penúltima sesión del programa, los padres, los niños y miembros familiares saldran a un paseo juntos.
- En la última sesión, padres, niños y miembros familiares tienen una celebración familiar.

### EL GRUPO DE PADRES AYUDARA A PLANEAR ESTOS EVENTOS

¿A dónde podemos ir de paseo con nuestros niños?

¿Qué tendremos para comer?

¿Cómo podemos llegar ahi?

¿Qué va a ser nuestra celebración?

¿Qué necesitamos traer?

¿Qué otras cosas necesitamos?

### EN LA CASA:

Piensa acerca de los planes del paseo y celebración familiar. Escribe tus ideas y preguntas en el espacio de abajo. Nosotros empezaremos a planear en la proxima sesión.

________________________________________

________________________________________

________________________________________

## Lista de Seguridad en La Casa

( ) Limpiadores, venenos, insecticidas, medicinas, etc., estan guardados donde los niños no puedan alcanzar los.

( ) Todos los enchufes de la electricidad estan cubiertos para que los niños no pongan sus dedos y otros objetos en los enchufes.

( ) Objetos filosos como los cuchillos, las navajas de afeitar y las tijeras, son guardadas donde los niños no puedan alcanzarlas.

( ) Los baldes, las alcantarillas y las bañeras son siempre vaciadas despues de haber sido usadas. La inundación puede ocurrir con algunos centimetros de agua.

( ) El mango de los sartenes que estan en la estufa son puestos al lado.

( ) Los aparatos electricos como el secador del pelo, planchas, tostadores, estan guardados para que los niños no los alcansen.

( ) Si usted tiene armas en la casa estan guardadas para que los niños no jueguen con ellas.

( ) Mis niños saben acerca de las reglas de caminar y de jugar en otros lugares.

( ) Mis niños saben acerca de las reglas de seguridad en relacción los extraños.

# PAGINA PARA EL PADRE

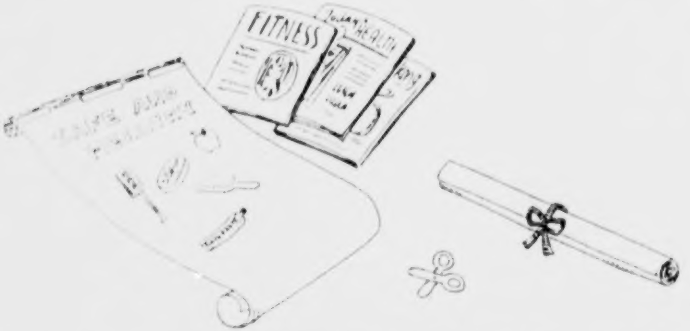
Numero 18

# PASOS ADELANTE

## *PAGINA PARA EL PADRE*

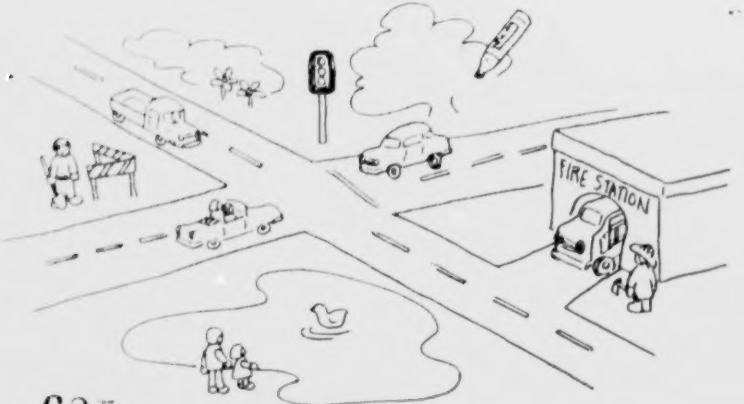
Hoy en el salón de clase de los niños:

- Arte - Haciendo un libro acerca de la salud y seguridad.



- Leer un cuento en voz alta - *Coco Can't Wait (Coco No Puede Esperar)* por Taro Gomi. Un cuento acerca de un niño que se va por el pueblo solo, por que él quere ir a ver a su abuelita.

- Pueblo Seguro - Los niños hacen caminos y signos de trafico. Ellos pueden jugar con carros de juguetes y aprender acerca de la seguridad del trafico, al cruzar las calles y la seguridad de la bicicleta.



## REPASO DE LAS ACTIVIDADES DEL NIÑO/PADRES

- La actividad del dia será Los Accidentes Pasaran.
- Recuerde: "EL enfoque esta en tú niño(a)." ¿Qué significa esto para ti?
- ¿Qué limites de comportamiento "trabajan" para la actividad del niño/padres.
- ¿Qué puedes hacer si necesitas ayuda?
- Nosotros nos apoyamos durante las actividades del niño/padres.

## EN LA CASA:

Fijate en una situación en la casa cuando a ti te gustaria como padre usar un mensaje afirmativo. Use el espacio en blanco y escriba algunas ideas.

1) El comportamiento problematico del niño(a)

________________________________________

2) ¿Qué comportamiento te gustaria?

________________________________________

3) ¿Qué va a pasar si tú niño(a) no comple?

________________________________________

Comparta esto durante las visitas a la casa.

## Cinco Maneras De Decir "Muy Bien Para Ti"

☺ Tú hiciste muy bien trabajo al..

..guardar los ladrillos
..recordar jugar dentro del cerco

☺ Gracias. Yo te agradezco..

..que tan callado estas jugando
..que tú compartas tus juguetes con tus primos

☺ Cuando tú..

..te preparas para irte acostar en cuanto yo te lo pido, nosotros tenemos tiempo para ver un libro juntos
..preguntes ir al baño, estoy muy orgullosa(o) de ti

☺ ¡Wow! Que..

..trabajador eres
..persona tan cooperadora eres

☺ Yo se que trataste muy duro..

..al vaciar tú jugo sin tirarlo
..para encontrar tú chaqueta

---

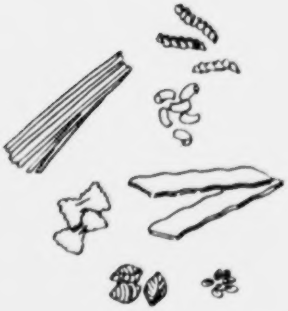
# PAGINA PARA EL PADRE

Numero 19

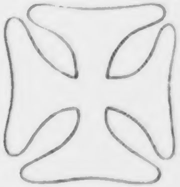
## *PAGINA PARA EL PADRE*

Hoy en el salón de clase del niño:

- Cocinando comidas saludables - Los niños ayudan a preparar la pasta como una comida ligera. La pasta es usada en la cocina de muchas culturas.



- Leer un cuento en voz alta - *It's My Body - Mi Cuerpo Es Mio* por Lory Freeman.
- Movimientos y canciones acerca de la salud y la seguridad.



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# Habilidades De Fuerza Para El Padre

Los padres pueden usar la aprobación o motivación para guiar el comportamiento de los niños.

- ✓ Dile a tú niño(a) cuando a ti te guste el comportamiento de ella/él.
- ✓ Dale atención a tú niño(a) cuando ella/él tenga un comportamiento positivo.
- ✓ Fijate en el esfuerzo de tú niño(a) aunque no sea perfecto.

Se siente muy bien obtener aprobación y motivación. ¡Motiva a tú niño(a) constantemente!

## EN LA CASA:

Fijate en las dos veces cuando puedas usar la aprobación o motivación para guiar el comportamiento de tú niño(a).

1. ____________________________________
2. ____________________________________

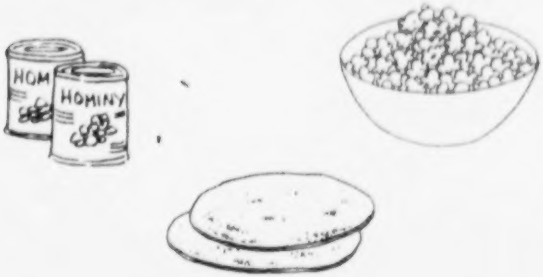
# PAGINA PARA EL PADRE

Numero 20

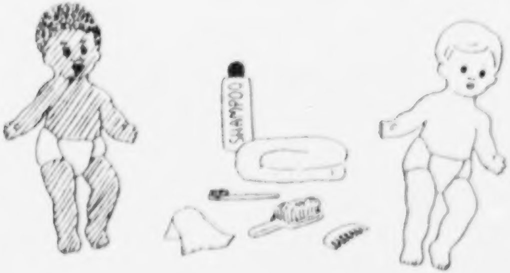
## *PAGINA PARA EL PADRE*

Hoy en el salón de clase de los niños:

- Cocinando comida saludable - Los niños ayudan a cocinar comidas ligeras usando elote. Piensa acerca de la comida que se hace con el elote: palomitas de maiz, tortillas de maiz, pan de maiz, maiz machacado, cereal, etc. El maiz es usado en las comidas de diferentes culturas.



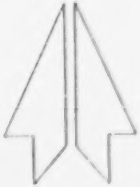
- Mesa de Agua - Los niños bañan a las munecas en la mesa de agua y las cuidan. Los niños aprenden acerca de la salud.



- Leer un cuento en voz alta - *Bright Eyes, Brown Skin (Ojos Brillosos, Piel Color Café)* por Cheryl Hudson y Bernette Ford. Un cuento acerca de la salud y seguridad en si mismo(a).

## NIÑO/PADRES

- Las actividades del dia son____________________
- Recuerda: "El enfoque esta en el niño." ¿Qué significa esto para ti?
- ¿Qué limites crees que se necesiten durante las actividades del niño/padres.
- ¿Qué puedes hacer si necesitas ayuda?
- Nosotros nos apoyamos durante las actividades del niño/padres.



## EN LA CASA:

Use la lista de seguridad de la casa que esta atras de la pagina. Decide si hay algo que te gustaria cambiar en la casa.

**La seguridad de la casa ayuda a los niños y a los padres.**

☞ **Rebaja la tensión**

☞ **Incrementar la salud**

☞ **Evite problemas de diciplina**

# PAGINA PARA EL PADRE

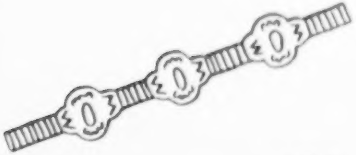
*Numero 21*

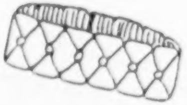
# PASOS ADELANTE

## *PAGINA PARA EL PADRE*

Hoy en el salón de clase de los niños:

- Arte - Hacer un puño de caminas u otros adornos para decorarse asi mismo(a).





- Leer un cuento en voz alta - *Good Dog Carl (El Buen Perro)* por Alexandra Day. Un bebito y la familia del perro se diverten.
- Movimiento a la musica - cantando y aplaudiendo, bricando a la canción folklorica "Todos Quieren La Noche Del Sabado."

### "Todos Quieren La Noche Del Sabado"

"Todos quieren la noche del sabado
Todos queren la noche del sabado,
Todos, todos,
Todos, todos,
Todos quieren la noche del sabado."

### EN LA CASA:

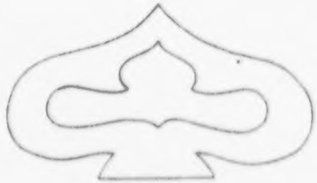
Piensa acerca de las personas las cuales son las de tú systema de apoyo fuera de Pasos Adelante. ¿De dónde obtienes apoyo dentro de tú familia? ¿Entre tus amigos? ¿En la iglesia? ¿En el trabajo? ¿Otros grupos?

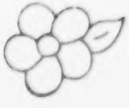
____________________ ____________________

____________________ ____________________

____________________ ____________________

En la Sesión 22, tú puedes crear un "Arbol De La Vida" para simbolizar tú systema de apoyo.



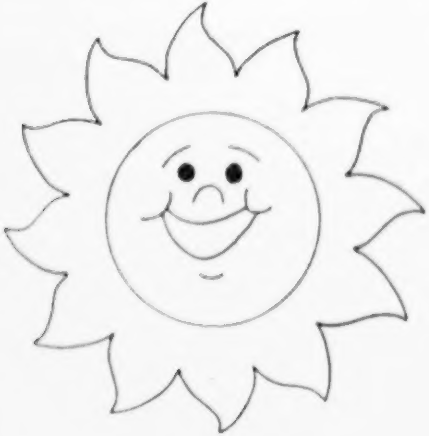


PASEO FAMILIAR:

DIA: ______________________________

HORA: ______________________________

LUGAR: ______________________________



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# PAGINA PARA EL PADRE

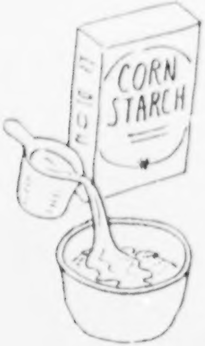
Numero 22

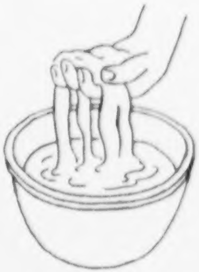
# PASOS ADELANTE

## *PAGINA PARA EL PADRE*

Hoy en el salón de clase de los niños:

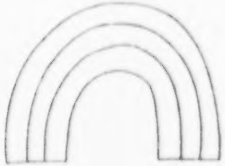
- Arte - Un letrero para la celebración familiar: Los niños usan piezas pequeñas de papel coloreado para crear un letrero con colores para la celebración familiar.
- Leer un cuento en voz alta - *Flap Your Wings and Try (Aletear Tus Alas y Tratar)* por Charlotte Pomerantz.
- Almidon "Goop" - Revolver y jugar con el almidon y el agua. Adenir algunos sabores - limón, menta, o vainilla. Es seguro, relajarse, divertirse y se siente bien calmadaito.





## REPASO DE LAS ACTIVIDADES DEL NIÑO/PADRES

- La actividad de hoy es Dreamcatchers. Esta la última actividad del niño/padre.
- Recuerda: "El enfoque esta en el niño." ¿Qué significa esto para ti?
- ¿Qué puedes hacer si necesitas ayuda?
- Nosotros nos apoyamos durante las actividades del niño/padres.



**EN LA CASA:**

Cosas que yo necesito para el paseo de la familia:

______________________________

______________________________

______________________________

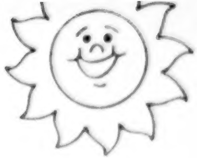
______________________________

PASOS ADELANTE

PADRE Y NIÑO
JUNTOS

# *PAGINA PARA EL PADRE*

*Numero 23*



## LA CELEBRACIÓN DE LA FAMILIA:

DIA: ____________________

HORA: ____________________

LUGAR: ____________________

Cosas Que Tengo Que Recordar
para la Celebración

____________________

____________________

____________________

## HABILIDADES DE FUERZA PARA EL PADRE

- Yo puedo darle a mi niño(a) un ejemplo de un estilo de vida saludable.
- Yo puedo manejar mi propia tensión.
- Yo puedo aguantar mis propios sentimientos como el corage o la verguenza.
- Yo puedo cometer errores y aprender de ellos.
- Yo tengo que "dejar ir" cosas que no puedo controlar.
- Yo puedo tomar responsabilidad de mis propios sentimientos, pensamientos y acciones.
- Yo puedo escuchar a mi niño(a).
- Yo puedo aceptar los sentimientos de mi niño(a).
- Yo puedo influenciar en las acciones y palabras de mi niño(a).
- Yo puedo poner limites al comportamiento de mi niño(a).
- Yo puedo poner atención a las acciones positivas de mi niño(a).
- Yo puedo permitir que mi niño(a) sea independiente de alguna manera segura y positiva.

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Author(s): Peck, Lucy et al

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